DOCUMENT RESUME

ED 420 168 FL 024 664

AUTHOR	Hopstock, Paul J.; Bucaro, Bonnie J.; Fleischman, Howard L.; Zehler, Annette M.; Eu, Hongsook
TITLE	Descriptive Study of Services to Limited English Proficient Students. Volume 2: Survey Results.
INSTITUTION	Development Associates, Inc., Arlington, VA.
SPONS AGENCY	Office of Policy and Planning (ED), Washington, DC.
PUB DATE	199306
NOTE	495p.; For Volumes 1, 3, and 4 in this series, see FL 024 663 and FL 024 665-666.
CONTRACT	LC91003001
AVAILABLE FROM	Development Associates, Inc., 1730 North Lynn Street, Arlington, VA 22209; phone: (703) 276-0677.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF02/PC20 Plus Postage.
DESCRIPTORS	Achievement Tests; *Bilingual Education Programs; Costs; Elementary Secondary Education; *English (Second Language); Geographic Distribution; *Identification; Institutional Characteristics; Language Minorities; *Limited English Speaking; National Surveys; Parent Participation; Peer Relationship; School Community Relationship; Staff Utilization; *Student Characteristics; Tables (Data); Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS	Elementary Secondary Education Act Title VII

ABSTRACT

The report presents results of a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, second of 4 of the final report, contains information on the survey methodology and results in the areas noted above, and additional results concerning school environment and parent involvement and availability of data on student outcomes. Substantial appendixes contain data summaries. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 168

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Volume 2: Survey Results

Paul J. Hopstock, Bonnie J. Bucaro, Howard L. Fleischman,
Annette M. Zehler, and Hongsook Eu

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209
(703) 276-0677

Prepared for:

Office of Policy and Planning
U.S. Department of Education

June 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL024664

This report was prepared pursuant to Contract No. LC91003001, U.S. Department of Education. The views expressed do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

TABLE OF CONTENTS

I. INTRODUCTION 1

A. Background and Objectives 1
B. Study Questions 1
C. Organization of the Report 2

II. METHODOLOGY 7

A. Data Collection Instruments and Respondents 7
B. Number of Respondents 7

III. NUMBER AND CHARACTERISTICS OF LEP STUDENTS 9

A. Number of LEP Students 9
B. Distributions Within Districts and Schools 11
C. Characteristics of LEP Students 11

IV. ENTRY/EXIT AND OTHER POLICIES 43

A. Entry Policies and Practices 43
B. Exit Policies and Practices 45
C. Other Policies Relating to LEP Students and LEP Services 47

V. INSTRUCTIONAL SERVICES 81

A. Introduction 81
B. State Policies 82
C. District-level Data 83
D. School-level Data 84
E. Programs Under Which Services are Provided 94
F. Coordination with Other Programs 94
G. Relevance of Materials 95
H. Cost of Instruction 96
I. Academic/Vocational Focus of Instruction 96
J. Perceived Strengths and Weaknesses of Services 97

VI. INSTRUCTIONAL STAFF 135

A. Number of Staff Serving LEP Students 135
B. Demographic Characteristics of Teachers Serving LEP Students 135
C. Teaching Experience of Teachers Serving LEP Students 135

D. Degree Levels and Coursework of Teachers Serving LEP Students 136
E. Language Capabilities of Staff Serving LEP Students 136
F. Certification of Staff Serving LEP Students 136
G. Teaching Responsibilities of Teachers Serving LEP Students 137
H. Approaches Used by Teachers of LEP Students 138
I. Training Provided to Staff Serving LEP Students 138
J. Difficulty in Hiring Qualified Staff 140
K. Retention and Absentee Rates for Teachers of LEP Students 141

VII. SCHOOL ENVIRONMENT/PARENT INVOLVEMENT 201

A. Interaction Between Teachers of LEP Students and Other Teachers 201
B. Interaction Between LEP and Other Students 201
C. Awareness of LEP Services by School and Community Members 201
D. Support for LEP Services by School and Community Members 202
E. Parent and Community Involvement in Schools Serving LEP Students 203

VIII. STUDENT OUTCOMES 225

A. Availability of Data Comparing Achievement of LEP and Other Students 225
B. Availability of Data on the Achievement of Former LEP Students 226
C. Data Collected at the State Level 226

APPENDIX A-1

Type 1: No Special or Additional Services A-3
Type 2: Additional Services Not Specific to LEP Students A-15
Type 3: Some Special Services Provided All in English A-27
Type 4: Some Special Services With Some Instruction Using the Native Language A-39
Type 5: Some Special Services With Significant Use of the Native Language for Instruction A-53
Type 6: Intensive Special Services Provided All in English A-67
Type 7: Intensive Special Services With Some Instruction Using the Native Language A-81
Type 8: Intensive Special Services With Significant Use of the Native Language for Instruction A-95

I. INTRODUCTION

A. Background and Objectives

On April 1, 1991, the U.S. Department of Education contracted with Development Associates, Inc. to conduct a "Descriptive Study of Services to Limited English Proficient (LEP) Students," with the goal of informing the reauthorization of the Federal Title VII Program in 1993. The study had four major objectives. They were to describe:

- the types, content, duration, and intensity of special education services (including both instructional and support services) provided to LEP students in the U.S.;
- the administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services);
- the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/ certification in bilingual or English as a Second Language (ESL) instruction); and
- the costs of these special services.

In the summer of 1992, the Department amended the original contract to include a special focus on services provided using federal Title VII funds. The amendment called for a description of the types of activities, services or products for which Title VII projects are granted funds, and how these compare to activities, services, or products that are actually carried out, offered, or purchased.

B. Study Questions

The four objectives of the original study were expanded into a set of 32 study questions which guided data collection. These study questions are presented in Table I-1. They are grouped under eight major categories, as follows:

- Students;
- Special Instructional Services;
- Entry and Exit Procedures;
- Staffing of Special LEP Services;
- School Environment;
- Parent and Community Involvement;
- Student Outcomes; and
- General.

The objectives of the contract amendment were translated into four additional study questions. They also appear on Table I-1.

The set of 36 study questions thus provided the framework for the study.

C. Organization of the Report

The final report of this study consists of four volumes:

Volume 1 - Summary of Findings and Conclusions
Volume 2 - Survey Results
Volume 3 - Case Studies of Services to LEP Students
Volume 4 - Technical Appendices

In addition, three special issue papers have been prepared:

Paper 1 - The Role of Title VII in Services to LEP Students
Paper 2 - The Role of State Funding in Services to LEP Students
Paper 3 - A Comparison of Services Provided to Spanish, Asian, and Native American LEP Students

This is Volume 2 of the final report. This volume presents results obtained from mail questionnaires to state education agency staff, school district administrators, school administrators, and teachers, as well as telephone interviews with school district administrators and school administrators. The major findings are summarized in Volume 1. The detailed survey methodology (sampling, instrumentation, etc.) is presented in Volume 4.

TABLE I-1

Study Questions

Students

1. How many LEP students are there in the LEAs, both nationally and by region?

2. How many LEP students are there by:
   (a) language group, time in the U.S., and socio-economic status?
   (b) proficiency in the native language and in English?
   (c) age and country of origin?
   (d) years of prior schooling (for middle and high schools)?

Special Instructional Services

3. How many LEP students receive LEA services to improve their English proficiency? To what degree do LEAs provide services to more than one language group?

4. What different types of instructional services are provided to LEP students, and how many LEP students are served by type?

5. For each type of service provided, what is/are:
   (a) the goals and objectives?
   (b) the number of years in operation?
   (c) the curriculum employed?
   (d) the management structure?
   (e) the language group(s) served?
   (f) the amount of instructional time overall and by subject area?
   (g) the relative emphases on English and the native language?
   (h) the degree to which English and the native language are used by teachers and students?
   (i) the extent of use of sheltered/adapted English?
   (j) the extent of special instruction in English?
   (k) the extent of instruction in native language arts?
   (l) the amount of time students are in a passive learning environment?
   (m) the degree of coordination with the regular curriculum and other special programs?
   (n) the degree of integration of LEP and non-LEP students?
   (o) the cost of the service overall (by program and region)?
   (p) the cost of the service by budget category (by program and region)?
   (q) the sources of funds for the service?
   (r) the average length of service?
   (s) the staff turnover rate?
   (t) the student/staff ratio?

6. What are the major approaches to instruction (e.g., remediation of basic skills, thematic cross-disciplinary instruction)?

7. What programs (e.g., Chapter 1, Title VII, state or local bilingual education) provide special services to LEP students at the LEA level? How well are services coordinated across these programs?

8. To what degree do LEA services for LEP students address the subjects of mathematics and science?

TABLE I-1
(continued)

9. How and to what degree do LEA services for LEP students address the issue of drug and alcohol abuse prevention?

Entry and Exit Procedures

10. What policies, procedures, and criteria are used by LEAs to identify LEP students and to determine entry into and exit from special services? To what degree are decisions for entry/exit based on individual students' English proficiency? How and to what degree do the criteria for determining limited-English-proficiency differ across States, LEAs, and programs?

11. What is the relationship between exit from LEP status and exit from LEP services? Does it vary by service type?

12. At what level(s) (State, district, school,or program) do policies, procedures, and criteria for entry/exit originate?

13. What determines the type of services provided to LEP students?

14. To what degree do the limited English backgrounds of recently arrived LEP students, especially those at the secondary level, determine the type and content of services provided? To what extent are LEP students enrolled in academic or vocational coursework?

15. To what degree do special State requirements (such as minimum competency tests) determine the type and extent of services provided to recently arrived LEP students, especially those at the secondary level?

16. How and to what degree do LEAs examine what happens to students exited from LEP services?

17. Do students who are exited from LEP services receive other special services such as Chapter 1 or State compensatory education?

Staffing of Special LEP Services

18. What are the numbers, types, characteristics (e.g., age,ethnicity) and qualifications (e.g., language proficiency, certifications, years of experience) of those professional staff providing special services to LEP students? Are there differences by type of services?

19. What is the level of staff preparation and development (including both university level and LEA inservice training) to provide LEP services?

20. To what degree do teachers of LEP students have substantive backgrounds in mathematics and science?

21. What staff development activities and opportunities are provided at the LEA level to teachers of LEP students?

22. To what degree do LEAs find it difficult to find instructional staff qualified to teach in native languages (Spanish and other) spoken by LEP students?

TABLE I-1
(continued)

School Environment

23. What is the level of understanding and support for services to LEP students at the LEA level by the school principal, other school administrators and school board members?

24. To what extent do schools serving LEP students exhibit other characteristics of "effective schools" (high expectations for students, principal leadership, school-based decision-making, low teacher turnover and absenteeism)?

25. To what extent do schools serving LEP students have "cohesion" among teachers (coordination across teachers who teach the same students, collaboration in presenting instruction, meetings to share experiences)?

26. What is the level of interaction in and out of classrooms between LEP and non-LEP students, and between teachers of LEP and non-LEP students?

Parent and Community Involvement

27. How and to what degree are parents and the community involved in the education of LEP students?

28. To what extent do services for LEP students attempt to involve parents in their children's education?

Student Outcomes

29. Do students who have been exited from LEP services keep up with their non-LM peers?

30. What evidence is available as to achievement gains by LEP students in the following subject areas: English, mathematics, science, history, geography?

31. To what degree are LEA services producing students who are competent in more than one language?

General

32. How can services for LEP students be better focused to address the national goals and improve services to participants?

Title VII Activities

33. What types of activities, services or products are Title VII projects granted funds for, and how do these compare to activities that are actually carried out, offered, or purchased?

34. What staff development activities and opportunities are provided at the LEA level to teachers of LEP students with the assistance of Title VII funds?

35. What types of student support services are provided with the assistance of Title VII funds?

36. What types of family support services or efforts to encourage parental involvement are provided with the assistance of Title VII funds?

II. METHODOLOGY

This chapter summarizes the study's methodology, including the number of respondents for each data collection instrument. Volume 4 of the final report should be consulted for more detail.

A. Data Collection Instruments and Respondents

The overall descriptive study included four major categories of data collection:

- The mail survey component, which included questionnaires to LEP coordinators (or their equivalents) at state education agencies, local school districts, and individual schools, as well as teachers of LEP students;
- The telephone survey component, which included interviews with LEP coordinators (or their equivalents) at school districts and schools;
- The case study component, which involved site visits to ten school districts, included interviews with district LEP coordinators, other district staff (associate superintendents, Chapter 1 coordinators), school LEP coordinators, principals, and teachers, as well as classroom observations and reviews of student records; and
- The Title VII file review component, which included reviews of Title VII applications and telephone interviews with Title VII project directors to confirm actual project activities.

This volume presents results from the first two categories of data collection: the mail and telephone survey components. The case studies may be found in Volume 3 of the final report, and the role of Title VII is the focus of Special Issue Paper #1.

B. Number of Respondents

Table II-1 shows the numbers of usable responses which were received on the survey instruments. A more detailed description of the sampling approach, response rates, and weighting procedures are presented in Volume 4.

In general, the sampling procedures placed special emphasis on school districts with large numbers of LEP students (the 100 districts with the greatest numbers of LEP students were included with certainty), and on districts which had recently received federal Title VII grants. The other two factors in the sampling design were the availability of state funding for the instruction of LEP students and geographic region of the country.

All responses to the surveys were weighted so that they are representative of the country as a whole. The analytic weights which were applied are a combination of the sampling weights and form nonresponse adjustments. For a limited number of key items, separate weights were developed to take into account item nonresponse.

TABLE II-1

Number of Survey Respondents

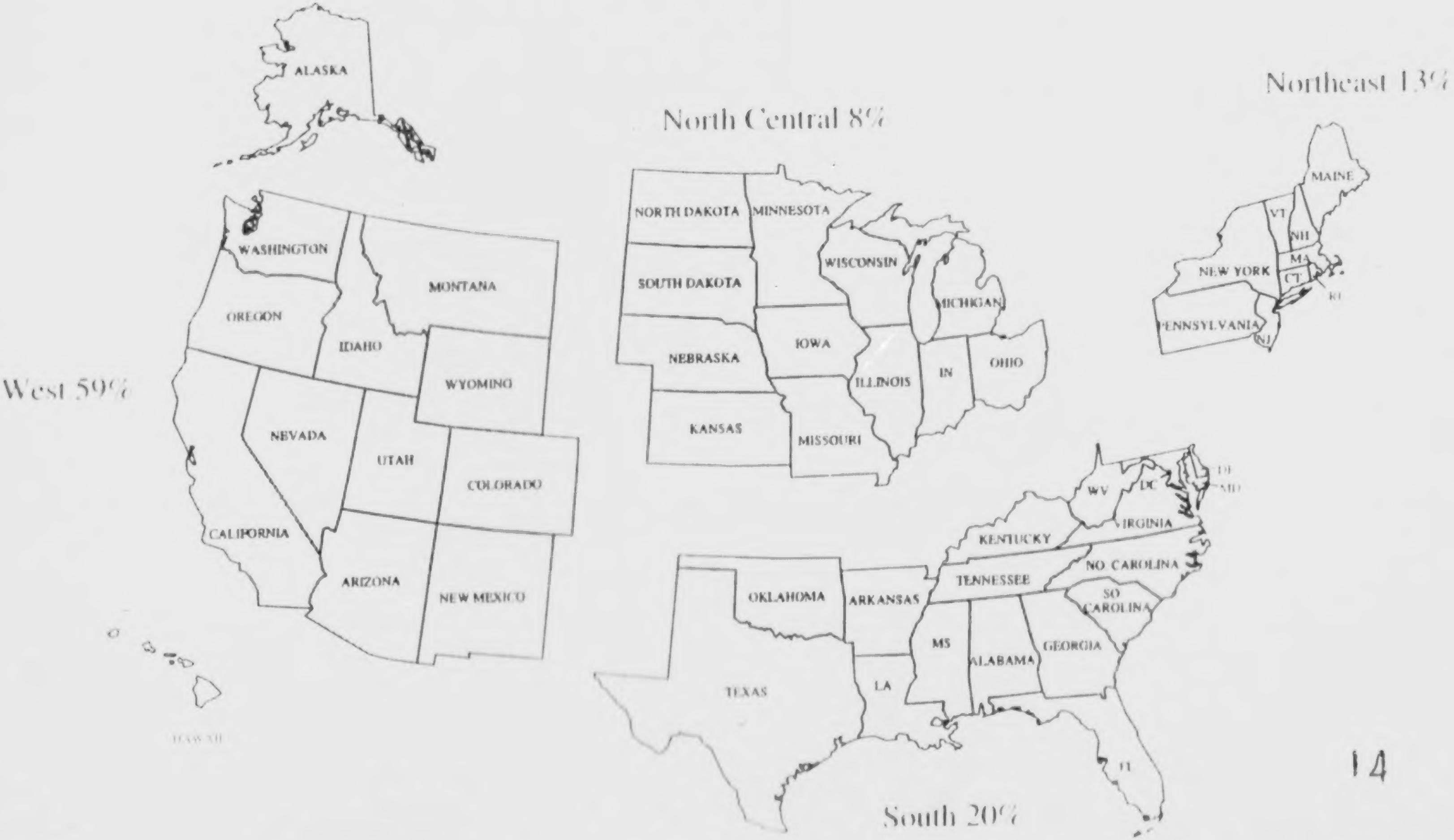
Survey	Number
State Mail Questionnaire	51
District Mail Questionnaire	745
School Mail Questionnaire	1,835
Teacher Mail Questionnaire	949
District Telephone Interview	99
School Telephone Interview	263

FIGURE III-1

Percentage of LEP Students by Census Region

(District Mail Survey)

2,314,079 LEP Students


West 59%
North Central 8%
Northeast 13%
South 20%
ALASKA
HAWAII
WASHINGTON
OREGON
CALIFORNIA
IDAHO
NEVADA
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
MINNESOTA
IOWA
MISSOURI
WISCONSIN
ILLINOIS
MICHIGAN
IN
OHIO
MAINE
VT
NH
MA
CT
RI
NEW YORK
PENNSYLVANIA
NJ
DE
MD
DC
WV
VIRGINIA
KENTUCKY
TENNESSEE
NO. CAROLINA
SO CAROLINA
GEORGIA
ALABAMA
MS
FL
OKLAHOMA
ARKANSAS
LA
TEXAS

B. Distributions Within Districts and Schools

The number of LEP students in school districts varied widely, from 1 to 241,969 (Table III-1). The median number of LEP students was 44; i.e., half of school districts in the nation which had any LEP students had 44 or fewer such students. The Los Angeles Unified School District had the greatest number of LEP students in the country.

The percentage of LEP students among all students in the district also differed considerably. As Table III-2 shows, about 33 percent of school districts had less than 1 percent LEP students among all students; on the other hand, 13 percent of school districts had at least 20 percent LEP students.

The number of LEP students per school is shown in Table III-3. The median number of LEP students per school was 21; i.e., half of the schools with any LEP students had 21 or less such students. The mean number of LEP students per school was 76. The mean is considerably higher than the median because some schools had very large numbers of LEP students.

The percentage of LEP students among all students in schools is shown in Table III-4. The median percentage of LEP students was 4 percent, and the mean was 11 percent. Approximately 23 percent of schools have 1 percent or less LEP students, while approximately 19 percent of schools have 20 percent or more LEP students.

These findings are expanded in Table III-5 to illustrate differences based on the grade level of the school.[1] The table shows that high schools had greater numbers but smaller proportions of LEP students than did elementary and middle schools, while multi-level schools had both the greatest numbers and highest proportions of LEP students.

C. Characteristics of LEP Students

1. Grade level

Table III-6 presents the distribution of LEP students by grade level as projected from the district mail survey. Table III-7 shows similar projections from the school mail survey. The tables clearly show that LEP students were more concentrated in lower grade levels. According to district data, about 24 percent of LEP students were in kindergarten or the first grade, while only 8 percent of LEP students were in the 11th or 12th grade. There was a consistent decrease in numbers of LEP students across grade levels, except at grade 9, which had more LEP students than grade 8. The percentage of LEP students of the total school enrollment was approximately 8 percent for kindergarten and first grade, but only 3 percent for the 12th grade.

---

[1] For this table and a number of others in the report, schools are divided into four groups: elementary (no grades higher than 6th); middle school (grades 6 to 9 only, but not 6th grade only or 9th grade only); high school (grades 9 to 12 only); and multi-level (combinations across these grade levels). The unweighted numbers of schools in each of these groups were 17,437, 4,586, 4,389, and 1,837 respectively.

2. Native languages

Detailed information on native language of LEP students was collected on the District and School Mail Questionnaires. Table III-8 lists the 20 most common language groups among LEP students, as projected from the district survey. Table III-9 shows similar projections from the school mail survey. The Spanish language group dominated, representing 72-73 percent of LEP students. The next largest language groups were Vietnamese, Hmong, Cantonese, and Cambodian. LEP students whose native language was a Native American language (29 different language groups were reported in the survey) represented 2.5 percent of all LEP students in the U.S. (according to district data). Furthermore, it is interesting to note that Russian was one of the top ten languages according to both the district and school surveys.

Table III-10 shows the percentages of students in the ten largest language groups by number of LEP students in the district. Spanish students represented larger percentages of the total LEP enrollment in districts with greater numbers of LEP students. Table III-11 shows the equivalent data at the school level. Schools with more LEP students also had greater percentages of Spanish students. Table III-12 shows the distribution of the ten most common language groups across different types of schools. The percentage of Spanish students at the high school level was lower than at other grade levels.

3. Socio-economic status

To assess the overall socio-economic status of LEP students, respondents to the District and School Mail Questionnaires were asked about the percentage of LEP students who were eligible for free or reduced price school lunches. As shown in Tables III-13 and III-14, in most districts and schools, the majority of LEP students were eligible for subsidized school lunches. Overall, according to district data, 74 percent of LEP students were eligible for free or reduced price school lunches. The comparable figure from the school survey was 77 percent of LEP students. This contrasted with only 38 percent of all students in the same schools being eligible for free or reduced priced lunches. Table III-15 shows the mean school percentages of students eligible for free or reduced price meals by number of LEP students in the school. In general, schools with more LEP students had greater percentages of students (both LEP and other) who were eligible for free or reduced price meals.

4. Place of birth and length of U.S. residence

The district mail survey used arrival in the U.S. in the past three years as an indicator of length of residence. About 32 percent of LEP students had arrived in the past three years. However, Table III-16 indicates that one-third of school districts had more than 70 percent of the LEP students who had arrived in the past three years, while about 13 percent of school districts had no recently arrived LEP students.

On the school mail survey, more detailed questions were asked about place of birth and length of residence. Table III-17 shows the percentage of LEP students who were born in the U.S. Table III-18 expands on this finding by showing that the percentage of U.S.-born LEP students was highest in elementary schools, and lowest in high schools. This was almost certainly due to the fact that most U.S.-born LEP students exit LEP status prior to entry into high school.

For Spanish language LEP students, the school mail survey requested information on place of birth. As Table III-19 shows, Mexico was the place of birth most frequently mentioned on the mail survey, with the U.S. second most frequently cited. Overall, according to school data, 40 percent of Spanish language LEP students were born in Mexico, 39 percent in the U.S., 7 percent in Puerto Rico, and the remaining 14 percent elsewhere. These national percentages are slightly different than the school mean percentages shown in Table III-19 because LEP students born in the U.S. and Mexico are more likely to be in schools with greater numbers of LEP students.

5. Educational history and native language background

There are a number of factors in the background of LEP students which can make their school instruction more difficult. Two of those factors which were examined in the school mail survey were whether LEP students had missed significant amounts of schooling (due to conditions in their native countries, refugee status, etc.) and whether they had limited literacy or oral language skills in their native language compared to native speakers of the same age.

Table III-20 shows the percentage of LEP students in middle schools and high schools who have missed more than two years of schooling since age 6. The table shows that while most schools are faced with few if any such students, in approximately 18 percent of schools, the percentage of LEP students who have missed more than two years of schooling exceeds 30 percent. Projecting from the school data to the national population, there were approximately 108,568 such students in the country.

Tables III-21 and III-22 show the percentages of LEP students in schools who have limited oral proficiency skills and very limited literacy skills in their native languages compared to native speakers of the same age. These data showed that the median school had 10 percent of students with limited oral proficiency skills in their native languages, and 25 percent of students with very limited literacy skills in their native languages. The national projections of the number of such students were 386,268 and 636,267, respectively.

Table III-23 shows the school mean on each of these three variables by grade level of school. High schools had more LEP students who had missed more than two years of schooling, but had fewer students who had limited native language skills. Table III-24 shows these same measures by size of school. Schools with more LEP students had greater percentages of students who had missed at least two years of schooling.

6. Age/grade status

Another important issue in the education of LEP students is their placement in specific grade levels relevant to their ages. The school survey asked what percentages of LEP students and all students were enrolled in grade levels at least two years lower than age/grade norms. Table III-25 shows the results across schools for LEP students. The results showed that approximately 14 percent of schools had more than 30 percent of their LEP students in grade levels two or more years below age norms. Table III-26 shows the mean and median school percentages on this question for both LEP students and all students in the school. These data clearly showed that LEP students were more likely to be assigned to grade levels below age norms than were other students. Projections from the school data indicate that there were approximately 206,606 LEP students who were so assigned. The data also showed that students at higher grade levels (both LEP and others) were more likely to be assigned at grades lower than age/grade norms. Table II-27 shows the mean percentages on this measure by the number of LEP students in the school. Schools with more LEP students had more students (both LEP and overall) who were at least two years behind age/grade norms.

TABLE III-1

Number of LEP Students Per District

(District Mail Survey)

Number of LEP Students	Percentage of Districts
1 - 5	15.0%
6 - 9	8.9
10 - 19	8.3
20 - 29	8.4
30 - 49	13.6
50 - 69	6.3
70 - 119	10.7
120 - 249	8.1
250 - 499	7.8
500 - 749	2.6
750 - 999	2.4
1,000 - 1,999	3.5
2,000 - 2,999	1.5
3,000 - 4999	1.2
5,000 - 9999	1.0
10,000 - 19,999	0.4
20,000 or more	0.2
Total	100.0%

The number of respondents to the item was 743; this was 99.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-2

Percentage Distribution of LEP Students Among All Students in District

(District Mail Survey)

Percentage Distribution	Percentage of Districts
0.0 - 0.1%	8.1%
0.2 - 0.4%	12.2
0.5 - 0.9%	12.4
1.0 - 1.9%	13.8
2.0 - 3.9%	15.4
4.0 - 5.9%	7.6
6.0 - 9.9%	9.4
10.0 - 19.9%	9.2
20.0 - 39.9%	5.7
40.0% and more	6.2
Total	100.0%

The number of respondents to the item was 743; this was 99.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-3

Number of LEP Students Per School

(School Mail Survey)

Number of LEP Students	Percentage of Schools
1 - 2	10.9%
3 - 4	9.3
5 - 6	5.3
7 - 9	8.1
10 - 14	8.3
15 - 19	5.1
20 - 29	8.9
30 - 49	9.3
50 - 69	6.4
70 - 99	6.3
100 - 199	10.8
200 - 499	9.5
500 and more	1.9
Total	100.0%

The number of respondents to the item was 1835; this was 100% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-4

Percentage Distribution of LEP Students Among All Students in School

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0.0 - 0.1%	1.8%
0.2 - 0.4%	9.2
0.5 - 0.9%	11.8
1.0 - 1.9%	10.8
2.0 - 3.9%	16.3
4.0 - 5.9%	7.2
6.0 - 9.9%	12.1
10.0 - 19.9%	11.9
20.0 - 39.9%	12.2
40.0% and more	6.8
Total	100.0%

The number of respondents to the item was 1834;this was 99.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-5

Number of LEP Students and Percentage of LEP Students Among All Students in School

(School Mail Survey)

	Elementary	Middle	High	Multi-level	Total
Number of LEP students per school					
Mean	73.4	66.1	86.9	104.7	76.4
Median*	20.0	23.0	25.0	37.0	21.0
Percentage of LEP students among all students in school					
Mean	12.5%	8.6%	6.4%	18.6%	11.4%
Median*	4.2%	3.4%	2.5%	8.2%	4.0%

The number of respondents to these items ranged from 1834 - 1835; these were 99.9% - 100% of those who responded to the survey. The results are weighted to be nationally representative.

* The middle of a distribution; half the cases are above the median and half are below.

TABLE III-6

Number of LEP Students in Each Grade Level

(District Mail Survey)

Grade Level	Number of LEP Students	Percentage of LEP Students in Grade Level	Total Students in U.S.	Percentage LEP of Total Students
Kindergarten	277,914	12.1%	3,305,619	8.4%
1st grade	279,257	12.1	3,554,274	7.9
2nd grade	246,979	10.7	3,359,193	7.4
3rd grade	221,936	9.6	3,333,285	6.7
4th grade	197,211	8.6	3,312,443	6.0
5th grade	177,412	7.7	3,268,381	5.4
6th grade	150,421	6.5	3,238,095	4.6
7th grade	134,907	5.9	3,180,120	4.2
8th grade	125,849	5.5	3,019,826	4.2
9th grade	159,208	6.9	3,310,290	4.8
10th grade	137,101	5.9	2,913,951	4.7
11th grade	103,337	4.5	2,642,554	3.9
12th grade	75,423	3.3	2,390,329	3.2
Ungraded	16,469	0.7	-----	-----
Total	2,303,425	100.0%	42,000,343	5.5%

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-7

Number of the LEP Students in Each Grade Level

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarten	295,449	13.1%
1st grade	291,565	12.9
2nd grade	253,309	11.2
3rd grade	219,838	9.7
4th grade	197,428	8.7
5th grade	180,201	8.0
6th grade	143,171	6.3
7th grade	130,402	5.8
8th grade	121,616	5.4
9th grade	143,188	6.3
10th grade	119,908	5.3
11th grade	88,192	3.9
12th grade	65,009	2.9
Ungraded	12,426	0.5
Total	2,261,704	100.0%

The number of respondents to the item was 1831; this was 99.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-8

Number of the LEP Students in Twenty Most Common Language Groups
(District Mail Survey)

Language Groups	Number of LEP Students	Percentage of LEP Students
Spanish	1,682,560	72.9%
Vietnamese	90,922	3.9
Hmong	42,305	1.8
Cantonese	38,693	1.7
Cambodian	37,742	1.6
Korean	36,568	1.6
Laotian	29,838	1.3
Navajo	28,913	1.3
Tagalog	24,516	1.1
Russian	21,903	0.9
Creole (French)	21,850	0.9
Arabic	20,318	0.9
Portuguese	15,298	0.7
Japanese	13,913	0.6
Armenian	11,916	0.5
Chinese (unspe.)	11,540	0.5
Mandarin	11,020	0.5
Farsi	8,563	0.4
Hindi	7,905	0.3
Polish	6,747	0.3

The number of respondents to the item was 733; this was 98.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-9

Number of the LEP Students in Twenty Most Common Language Groups
(School Mail Survey)

Language Groups	Number of LEP Students	Percentage of LEP Students
Spanish	1,575,355	72.2%
Vietnamese	105,710	4.8
Hmong	50,635	2.3
Cantonese	40,651	1.9
Cambodian	36,078	1.7
Korean	34,305	1.6
Russian	26,804	1.2
Creole (French)	25,941	1.2
Tagalog	24,820	1.1
Navajo	22,530	1.0
Laotian	20,858	1.0
Japanese	15,738	0.7
Portuguese	15,395	0.7
Arabic	14,377	0.7
Armenian	11,712	0.5
French	11,125	0.5
Mandarin	9,797	0.4
Farsi	9,720	0.4
Hindi	8,351	0.4
Chinese (unspe.)	8,347	0.4

The number of respondents to the item was 1793; this was 97.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-10

Percentage of LEP Students in Ten Most Common Language Groups

(District Mail Survey)

	Percentage of LEP Students by Number of LEP Students in District					
Language Group	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Spanish	58.5%	59.1%	62.7%	71.8%	80.0%	72.5%
Vietnamese	6.0	3.6	4.9	4.3	3.0	3.9
Hmong	1.5	2.1	3.1	1.8	1.3	1.8
Cantonese	2.7	2.4	1.0	1.7	1.9	1.7
Cambodian	0.6	0.5	1.1	1.6	2.0	1.6
Korean	4.5	4.7	2.3	1.4	1.1	1.6
Laotian	2.3	1.4	1.6	1.3	1.1	1.3
Navajo	0.1	0.4	0.4	1.3	1.7	1.3
Tagalog	0.9	1.2	1.0	1.3	0.8	1.1
Russian	1.8	2.2	2.0	0.8	0.5	0.9
Total Number of LEP Students	16,101	80,757	411,534	992,757	812,930	2,314,079

The number of respondents to the item was 700; this was 94.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-11

Percentage of LEP Students in Ten Most Common Language Groups

(School Mail Survey)

	Percentage of Schools by Number of LEP Students in School					
Language Group	1-9	10-29	30-99	100-299	300+	All Schools
Spanish	47.7%	49.5%	60.3%	73.9%	79.9%	72.2%
Vietnamese	4.8	6.1	5.5	4.3	4.9	4.8
Hmong	0.2	4.1	3.6	2.8	1.2	2.3
Cantonese	2.2	4.3	1.9	2.0	1.4	1.9
Cambodian	0.4	1.3	1.5	1.4	2.1	1.7
Korean	5.1	4.6	2.9	1.5	0.5	1.6
Russian	1.9	5.3	1.9	1.1	0.5	1.2
Creole	0.2	2.5	2.3	1.3	0.5	1.2
Tagalog	5.0	1.4	1.6	1.2	0.6	1.1
Navajo	0.7	0.3	0.2	0.2	2.3	1.0
Total Number of LEP Students	42,067	115,052	364,473	792,591	866,766	2,180,949

The number of respondents to this item ranged from 1793 - 1795; this was 97.7 - 97.8% of those who responded to the survey.

TABLE III-12

Percentage Distribution of LEP Students in Ten Most Common Language Groups Among All LEP Students

(School Mail Survey)

Ten Most Common Language Groups	Percentage of LEP Student in Language Groups By Grade Level				
	Elementary	Middle	High	Multi-level	Total
Spanish	73.1%	73.0%	60.5%	86.2%	72.2%
Vietnamese	4.5	4.1	8.2	2.2	4.8
Hmong	2.9	1.4	1.8	0.6	2.3
Cantonese	1.8	2.5	2.3	0.3	1.9
Cambodian	2.0	1.4	1.1	0.5	1.7
Korean	1.4	1.9	2.8	0.4	1.6
Russian	1.1	1.3	1.8	1.0	1.2
Creole (French)	0.8	2.4	2.2	0.1	1.2
Tagalog	1.1	1.6	1.4	0.4	1.1
Navajo	1.2	0.8	1.2	0.0	1.0

The number of respondents to the item was 1793; this was 97.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-13

Percentage of LEP Students Who Are Eligible for Free or Reduced Price School Lunches in District

(District Mail Survey)

Percentage Distribution	Percentage of Districts
0%	11.1%
1 - 10%	6.1
11 - 20%	2.2
21 - 30%	5.3
31 - 40%	4.3
41 - 50%	10.7
51 - 60%	3.4
61 - 70%	4.2
71 - 80%	11.4
81 - 90%	13.3
91 - 100%	27.9
Total	100.0%

The number of respondents to the item was 650; this was 87.2% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-14

Percentage of LEP Students Who Are Eligible for Free or Reduced Price School Lunches in School

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0%	11.2%
1 - 10%	9.3
11 - 20%	3.8
21 - 30%	2.9
31 - 40%	2.8
41 - 50%	5.6
51 - 60%	3.2
61 - 70%	5.1
71 - 80%	7.3
81 - 90%	12.0
91 - 100%	36.7
Total	100.0%

The number of respondents to the item was 1361; this was 74.2% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-15

Percentage of Students Eligible for Free or Reduced Price School Lunches

(School Mail Survey)

	Mean Percentage of Students by Number of LEP Students in School					
Type of Student	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
All students in school	27.4%	32.9%	44.1%	61.1%	78.0%	41.4%
LEP students in school	53.9	61.1	65.4	75.4	84.5	63.5

The number of respondents to this item ranged from 1269 - 1361; this was 69.2 - 74.2% of those who responded to the survey.

TABLE III-16

Percentage of LEP Students Who Have Arrived in the U.S. in the Past Three Years in District

(District Mail Survey)

Percentage Distribution	Percentage of Districts
0%	12.8%
1 - 10%	14.3
11 - 20%	7.6
21 - 30%	7.3
31 - 40%	5.0
41 - 50%	11.5
51 - 60%	5.3
61 - 70%	3.0
71 - 80%	9.5
81 - 90%	8.5
91 - 100%	15.2
Total	100.0%

The number of respondents to the item was 662; this was 88.9% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-17

Percentage of LEP Students in School Who Were Born in the U.S.

(School Mail Survey)

Percentage Born in U.S.	Percentage of Schools
0%	28.8%
1 - 5%	6.7
6 - 10%	5.3
11 - 20%	8.9
21 - 30%	6.2
31 - 40%	4.9
41 - 50%	10.8
51 - 60%	6.3
61 - 70%	3.3
71 - 80%	7.6
81 - 90%	2.7
91 - 100%	8.4
Total	100.0%

The number of respondents to the item was 1410; this was 76.8% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-18

Place of Birth and Length of U.S. Residence of LEP Students

(School Mail Survey)

	Mean Percentage of LEP Students by Grade Level				
Place of Birth/ Length of U.S. Residence	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Born in the U.S.	40.6%	20.9%	13.4%	36.8%	33.0%
Born elsewhere but lived in the U.S. for at least five years	9.7	15.0	12.6	11.6	11.1
Born elsewhere but lived in the U.S. for one to four years	31.9	40.3	47.0	36.8	36.0
Born elsewhere but lived in the U.S. for less than one year	17.7	23.7	26.9	14.8	19.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1410; this was 76.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-19

Place of Birth of Spanish Language LEP Students

(School Mail Survey)

	Mean Percentage of Spanish LEP Students By Grade Level				
Place of Birth	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
The United States	40.9%	24.7%	13.6%	38.0%	33.7%
Mexico	31.2	45.9	36.9	34.7	34.6
Puerto Rico	10.9	7.8	10.1	11.3	10.3
Cuba	0.2	0.5	0.5	0.3	0.3
Central America	6.7	8.2	12.1	5.6	7.8
South America	6.7	7.2	17.8	5.9	8.6
Other	3.4	5.6	8.9	4.1	4.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1282; this was 69.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-20

Percentage of LEP Students in School Who Have Missed More Than Two Years of Schooling Since Age 6

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0%	42.5%
1 - 5%	15.8
6 - 10%	8.2
11 - 20%	9.4
21 - 30%	6.6
31 - 40%	6.2
41 - 50%	4.4
51 - 80%	4.9
81 - 100%	2.1
Total	100.0%

The number of respondents to the item was 920; this was 50.1% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-21

Percentage of LEP Students Who Has Limited Oral Proficiency Skills in Their Native Language Compared to the Level Expected of a Native Speaker of the Same Age in School

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0%	31.4%
1 - 5%	11.8
6 - 10%	11.4
11 - 20%	11.2
21 - 30%	7.7
31 - 40%	4.1
41 - 50%	9.0
51 - 80%	6.3
81 - 100%	7.0
Total	100.0%

The number of respondents to the item was 1419; this was 77.3% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-22

Percentage of LEP Students in School Who Have Very Limited Literacy Skills in the Native Language Compared to the Level Expected of a Native Speaker of the Same Age/Grade Level

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0%	19.1%
1 - 10%	14.3
11 - 20%	13.1
21 - 30%	8.5
31 - 40%	4.7
41 - 50%	9.4
51 - 60%	4.5
61 - 70%	2.2
71 - 80%	7.3
81 - 90%	6.1
91 - 100%	10.9
Total	100.0%

The number of respondents to the item was 1419; this was 77.3% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-23

Educational History and Native Language Proficiency Levels of LEP Students
(School Mail Survey)

	Mean Percentage of LEP Students By Grade Level				
Educational History/ Native Language Proficiency Level	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
LEP students who have missed more than two years of schooling since age 6	6.2%	12.0%	19.9%	14.2%	14.6%
LEP students who have limited oral proficiency skills in their native language compared to the level expected of a native speaker of the same age	25.2	19.4	18.0	18.1	22.6
LEP students who have very limited literacy skills in the native language compared to the level expected of a native speaker of the same age/grade level	43.2	31.0	26.1	31.4	37.6

The number of respondents to these items ranged from 920 -1419; these were 50.1 - 77.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-24

Educational History and Native Language Skills of LEP Students

(School Mail Survey)

	Mean Percentage of LEP Students by Number of LEP Students in School					
History/Skill Level	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Missed more than two years of schooling	11.7%	12.7%	16.7%	20.7%	21.7%	14.6%
Limited oral proficiency skills	20.8	23.9	23.1	23.7	22.7	22.6
Very limited literacy skills	31.7	41.6	40.5	40.3	36.2	37.6

The number of respondents to this item ranged from 920 - 1419; this was 50.1 - 77.3% of those who responded to the survey.

TABLE III-25

Percentage of LEP Students Who Are Enrolled in Grade Levels at Least Two Years Lower Than Age/Grade Norms in School

(School Mail Survey)

Percentage Distribution	Percentage of Schools
0%	54.5%
1 - 2%	6.6
3 - 5%	8.0
6 - 10%	7.7
11 - 20%	6.2
21 - 30%	3.3
31 - 50%	5.5
51 and more	8.2
Total	100.0%

The number of respondents to the item was 1361; this was 74.2% of those who responded the survey. The results are weighted to be nationally representative.

TABLE III-26

Mean and Median Percentage Distributions of Students By Age/Grade Status

(School Mail Survey)

	Mean and Median Percentage of Students by Grade Level				
Age/Grade Status	Elementary	Middle	High	Multi-level	Total
All student who are enrolled in grade levels at least two years lower than age/grade norms					
Mean	3.5%	8.7%	10.9%	7.6%	5.6%
Median	0.0	3.0	5.0	2.0	1.0
LEP students who are enrolled in grade levels at least two years lower than age/grade norms					
Mean	6.4	18.9	26.6	16.5	12.2
Median	0.0	3.0	13.0	5.0	0.0

The number of respondents to these items was 1282; this was 69.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-27

Percentage of Students in School Enrolled in Grade Levels At Least Two Years Lower Than Age/Grade Norms

(School Mail Survey)

	Mean Percentage of Students by Number of LEP Students in School					
Type of Student	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
All students in school	4.4%	4.7%	5.5%	7.0%	10.7%	5.6%
LEP students in school	9.8	13.4	14.2	11.9	14.9	12.2

The number of respondents to this item ranged from 1162 - 1346; this was 63.3 - 73.4% of those who responded to the survey.

IV. ENTRY/EXIT AND OTHER POLICIES

This chapter presents findings on how districts and schools identify students as limited English proficient, assign them to special programs, and determine when they should be exited to mainstream classes.

A. Entry Policies and Practices

1. Determination of LEP status

In mail questionnaires, district and school respondents were asked to describe the various types of data collected and used to determine LEP status. Tables IV-1 and IV-2 show the data used to determine LEP status by number of LEP students in districts and schools. Table IV-3 shows the same data by level of school. An oral proficiency test in English was the most common method to determine whether a student is LEP (83 percent of districts and 88 percent of schools), followed by a home language survey (77 percent of districts and 82 percent of schools). Teacher judgment, achievement tests in English, and teacher ratings of English proficiency were also widely used. Tests in the native language, such as oral proficiency and achievement tests, were less commonly used than tests in English. Tables IV-1 and IV-2 clearly indicate that more data types and more formal data types were used in districts and schools with more LEP students. Only teacher judgment is used more frequently in districts and schools with smaller numbers of LEP students.

The factors influencing the number of data types used by districts in determining LEP status were examined through multiple regression techniques. The number of data types used was the dependent variable, and seven variables were tested as predictors: (1) the number of total students in the district; (2) the number of LEP students in the district; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the per student year costs for LEP students; and (7) the cost differential in per student year costs between LEP students and all students.

The final prediction equation had an adjusted R square value of .064 ($F = 15.8$, $p < .001$), and included just two predictors: (1) the percentage of LEP students supported by special state LEP funds (beta = .224); and (2) the percentage of LEP students supported by Title VII funds (beta = .128). Thus, special state and federal funds for LEP services appeared to predict the amount of information used to determine LEP status.

Factors influencing the number of data types used by schools in determining LEP status were also examined using the same multiple regression techniques. The number of data types used was the dependent variable, and nine variables were tested as predictors: (1) the number of LEP students in the school; (2) the percentage of LEP students of the total school enrollment; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the percentage of LEP students born in the U.S.; (7) the percentage of LEP students with limited oral proficiency in their native language; (8) the percentage of teachers teaching LEP students who were fluent in a native language of their students; and (9) the percentage of teachers teaching LEP students who had some form of LEP certification.

The final prediction equation had an adjusted R square value of .061 (F = 11.3, p < .001), and included four predictors: (1) the percentage of LEP students supported by special state LEP funds (beta = .156); (2) the number of LEP students in the school (beta = .143); (3) the percentage of LEP students supported by Title VII funds (beta = .088); and (4) the percentage of LEP students born in the U.S. (beta = -.083). Thus, at the school level, special state and federal funds for LEP services, the number of LEP students, and the percentage who were foreign born all appeared to predict the amount of information used to determine LEP status.

Tables IV-4 and IV-5 show mail questionnaire data on the types of processes that districts and schools reported using to determine LEP status. Forty percent of districts and 47 percent of schools reported that LEP status was determined by school personnel using district defined criteria. In addition, 30 percent of districts and 33 percent of schools reported employing district personnel using district-defined criteria. Table IV-6 shows that 64 percent of the district telephone interview respondents said that district personnel selected or developed the criteria for determining whether a student is limited English proficient, rather than using state-mandated or another district's criteria.

In both the district and school telephone interviews, respondents described the specific tests used to determine whether a student was LEP. Tables IV-7 and IV-8 show that the LAS/pre-LAS and IDEA/IPT tests were the most frequently used English oral proficiency tests. Tables IV-9 and IV-10 show that for oral proficiency tests in the native language, the LAS was the most frequently used. The most commonly used literacy test in English to determine LEP status was also the LAS, as reported by districts and schools (see Tables IV-11 and IV-12). The ITBS was the most frequently used achievement test in English (see Tables IV-13 and IV-14), while the SABE was the most frequently used achievement test in the native language (see Tables IV-15 and IV-16).

District administrators were asked in the telephone interview whether there had been any recent changes in the criteria used to determine whether a student was LEP. Thirty-four percent of all respondents indicated that their districts had experienced changes. Specifically, they noted changes in the specific test used (21 percent); changes in cut-off score only (10 percent); and changes in the type of criteria used (2 percent). Among all respondents, 3 percent felt that the recent criteria changes had increased the LEP student count; 2 percent thought the changes had decreased the count; and 19 percent noted no change in the count of LEP students.

Twenty-nine percent of the district respondents to the telephone interview indicated that the district had defined subcategories of LEP students, i.e. based on English proficiency or native language ability.

2. Assignment to specific LEP services

Once a student has been defined as LEP various factors are used to assign the student to a specific type of LEP instructional service. Tables IV-17 and IV-18 show the factors cited in the mail questionnaires used in making such assignments. As for definition of LEP status, English oral proficiency tests and teacher judgment were the two most important factors used in making such decisions. However for service assignment, parental requests were also commonly considered (41 percent of districts and 41 percent of schools). Again as for determination of LEP status, tests in native languages were least likely to be used. Twenty-four percent of districts and 28 percent of schools reported having only one type of service available for LEP students.

For those schools where more than one type of instructional service was offered, respondents to the telephone interview were asked whether the specific tests that were used to determine entry into LEP services varied by type of instructional service. Eighteen percent of all school administrators indicated that the tests differed by instructional service. Fifty-five percent of schools with more than one service type said only certain types of students took tests (e.g., those with low proficiency levels were excluded), 9 percent said only certain native language groups took tests, and 36 percent said testing differed in other ways.

For those students who received special LEP services, teachers and school-level administrators were more likely than others to make the decision as to which type of services an individual LEP student should receive (see Tables IV-19 and IV-20).

B. Exit Policies and Practices

1. Review of LEP status

In the mail questionnaires, district and school respondents were asked about their policies relating to review of LEP status. Fifty percent of district respondents and 45 percent of school respondents reported reviewing the LEP status of an individual LEP student once each school year (see Tables IV-21 and IV-22), while 37 percent of districts and 43 percent of schools reported reviewing LEP status twice or more each year.

District and school respondents also reported collecting and using various data to reclassify LEP students, i.e., to decide whether students should be exited from LEP status. For this purpose, teacher judgment, achievement tests in English, and oral proficiency tests in English were all frequently used (see Tables IV-23, IV-24, and IV-25). As shown in Tables IV-23 and IV-24, districts and schools with greater numbers of LEP students were more likely to use more formal methods, while districts and schools with fewer LEP students were more likely to use teacher judgment.

Tables IV-26 and IV-27 present the sources of criteria used to determine a student's exit from LEP status. Thirty-nine percent of districts and 36 percent of schools reported using criteria mandated by the state, while 30 percent of districts and 41 percent of schools reported using criteria set at the district level.

Forty-five percent of district telephone respondents indicated they had a policy regarding the length of time LEP students were to receive special LEP services. Of those, 18 percent noted that LEP students could remain in special LEP programs for up to three years, 14 percent said that LEP students could receive special LEP services as long as they were needed, 7 percent said that their district policies were based on state recommendations, 1 percent noted that LEP students could get services for 4 to 5 years, and 4 percent had some other type of policy.

2. Rates of reclassification/exit

School telephone interview respondents were asked what percentage of LEP students are reclassified as English proficient each year. Twenty-three percent of respondents said that five percent or fewer were reclassified, 28 percent said that between 6 and 12 percent of LEP students were reclassified, 17 percent said between 13 and 20 percent were reclassified, 18 percent said between 21 and 50 percent were reclassified, and 9 percent said between 51 and 100 percent of all LEP students were reclassified as English proficient.

Respondents in schools where more than one type of instructional service was offered were asked whether the specific tests used to determine exit from LEP status varied by type of instructional service. Thirteen percent of all school administrators indicated that the tests differed by instructional service. All respondents in schools with more than one service type said that only certain types of students take tests to determine exit (e.g., those with low proficiency levels were excluded).

School administrators said that the most commonly used English oral proficiency tests used to determine if a student should exit from LEP status were the LAS/Pre-LAS and the IDEA/IPT (see Table IV-28). The MAT and the LAS were the most commonly used English literacy tests to determine exit (see Table IV-29). Table IV-30 shows that the ITBS was the most commonly used achievement test in English to determine exit from LEP status.

3. Follow-up of exited LEP students

Tables IV-31 and IV-32 show the types of monitoring which district and school respondents reported were done for students who were exited from LEP status and/or services. Table IV-33 shows these same data by grade level of school. Three types of monitoring were reported about equally often by districts and schools in the mail questionnaires: review of achievement test scores, review of grades, and progress reports by teachers. Districts and schools with more LEP students were more likely to monitor achievement test scores, while districts and schools with fewer LEP students were more likely to ask specific teachers. Fifteen percent of district respondents and 17 percent of school respondents reported that they did not track former LEP students.

Forty-six percent of district telephone interviewees said they had a policy on following former LEP students after they have exited from LEP status. Thirty-four percent of all respondents said former LEP students were to be monitored by LEP program staff, and 16 percent said students' academic progress was to be monitored by the classroom teacher.

C. Other Policies Relating to LEP Students and LEP Services

Sixty-four percent of district telephone interviewees said there was a written description or plan for what instructional services should be provided to LEP students. Thirty-six percent of district respondents said their districts had policies on mixing of LEP and non-LEP students in classrooms; 16 percent of all districts said that LEP students must be in classes that include non-LEP students for all of the school day with the exception of special periods of instruction for LEP students, and 16 percent indicated that LEP students must be in classes that include non-LEP students for a specified portion of the school day (e.g., in classes like physical education or mathematics).

Seven percent of districts were reported to have a policy on including former LEP students in classrooms with LEP students. Six percent said that former LEP students may remain in classrooms with LEP students to serve as English proficient students, and less than one percent said that former LEP students must be placed in classrooms that include only non-LEP English proficient students.

Forty-seven percent of district respondents indicated they had a policy about coordination of instruction between LEP instructional services and the regular instructional program.

Fifty-three percent of all district respondents said that they had a policy on an individual student's receipt of services from more than one special program at one time; 48 percent said students could receive services from more than one special program, 3 percent said that students were not able to receive services from more than one special program, and 2 percent did not specify the policy.

TABLE IV-1

Data Collected and Used to Determine LEP Status

(District Mail Survey)

Data	Percentage of Districts by Number of LEP Students in District[a]					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Oral proficiency tests in English	70.0%	89.0%	89.4%	99.3%	96.3%	83.1%
Home language survey	66.3	71.9	90.8	97.2	92.8	76.6
Teacher judgement	69.6	81.4	63.7	39.7	28.7	69.4
Achievement tests in English	46.5	48.8	62.1	59.8	74.3	52.3
Teacher ratings of English language proficiency	44.4	57.5	50.1	36.4	25.3	49.2
Writing samples in English	39.0	43.8	53.0	59.5	43.1	45.5
Oral proficiency tests in native language	25.0	26.1	46.0	72.9	72.9	34.4
Literacy tests in English	28.8	31.0	39.4	51.1	48.8	33.9
Achievement tests in native language	2.0	7.5	23.4	34.0	28.7	11.6
Other	7.8	5.4	9.0	13.7	7.3	7.8

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-2

Data Collected and Used to Determine LEP Status

(School Mail Survey)

	Percentage of Schools by Number of LEP Students in School[a]					
Data	1-9	10-29	30-99	100-299	300+	All Schools
Oral proficiency test in English	78.8%	85.6%	93.9%	96.3%	96.9%	87.9%
Home language survey	66.2	77.7	90.5	97.5	98.9	81.6
Teacher judgement	79.1	66.5	67.5	53.7	55.2	67.8
Achievement test in English	41.7	53.0	60.0	60.0	49.1	51.9
Teacher ratings of English language proficiency	55.1	46.7	49.5	42.8	50.4	49.6
Writing samples in English	36.2	48.3	49.6	51.5	48.7	45.3
Oral proficiency test in native language	14.8	33.9	50.5	67.2	76.0	39.9
Literacy test in English	26.1	35.8	45.3	45.9	56.3	37.9
Achievement test in native language	4.3	12.2	18.2	27.9	27.0	14.7
Other	5.8	7.1	6.0	8.2	3.3	6.4

The number of respondents to this item was 1630; this was 88.8% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-3

Data Collected and Used to Determine LEP Status in School

(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Data	Elementary	Middle	High	Multi-level	Total
Oral proficiency tests in English	88.8%	86.9%	87.0%	84.3%	87.9%
Home language survey	82.9	79.3	78.6	82.9	81.6
Teacher judgement	65.9	69.7	71.7	72.1	67.8
Achievement tests in English	48.2	56.7	60.2	55.5	51.9
Teacher ratings of English language proficiency	45.4	53.6	59.2	56.0	49.6
Writing samples in English	39.1	51.3	62.7	48.0	45.3
Oral proficiency tests in native language	42.1	36.7	34.5	40.1	39.9
Literacy tests in English	34.1	44.3	49.5	32.5	37.9
Achievement tests in native language	14.8	15.5	12.9	15.2	14.7
Other	5.6	8.9	8.9	2.3	6.4

The number of respondents to the item was 1630; this was 88.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-4

Process of Determining LEP Status in District

(District Mail Survey)

Process	Percentage of Districts
School personnel using district-defined criteria	39.6%
District personnel using district-defined criteria	29.9
School personnel using school defined criteria	18.3
Other	12.2
Total	100.0%

The number of respondents to the item was 677; this was 90.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE IV-5

Process of Determining LEP Status in School

(School Mail Survey)

	Percentage of Schools By Grade Level				
Process	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
School personnel using district-defined criteria	47.1%	51.2%	47.7%	40.9%	47.4%
District personnel using district assessment	35.3%	28.4	28.6	30.1	32.8
School personnel using school-defined criteria	9.0	9.1	16.2	20.6	11.0
Other	8.5	11.2	7.5	8.5	8.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1427; this was 77.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE IV-6

Sources of Criteria Used to Determine Whether a Student is LEP

(District Telephone Interview)

Source	Percentage of Districts[a]
Selected/developed by district personnel	63.6%
State mandated	34.7
Modeled after another district's criteria	12.3

The number of respondents to the item was 95; this was 96.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-7

English Oral Proficiency Tests Used to Determine if a Student is LEP

(District Telephone Interview)

Test	Percentage of Districts[a]
LAS, Pre-LAS	30.9%
IDEA, IPT	15.8
Maculaitis	7.7
BSM	5.7
Peabody Picture Vocabulary	3.4
LAB	2.0
Locally developed; district/school developed	2.0
BINL	0.5
Gray's Oral Language	0.4
SOLOM	0.4
Other	11.9
Don't know	4.3

The number of respondents to this item was 82; this was 82.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-8

English Oral Proficiency Tests Used to Determine if a Student is LEP

(School Telephone Interview)

Test	Percentage of Schools[a]
LAS, Pre-LAS	36.0%
IDEA, IPT	22.8
Maculaitis	9.0
Locally developed	8.1
LAB	6.1
BSM	4.1
Peabody Picture Vocabulary	1.5
SOLOM	1.4
BINL	0.4
Gray's Oral Language	0.1
Other	9.4
Don't know	7.0

The number of respondents to this item was 217; this was 82.5% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-9

Oral Proficiency Tests in the Native Language Used to Determine if a Student is LEP

(District Telephone Interview)

Test	Percentage of Districts[a]
LAS	16.3%
LAB	1.1
IDEA, IPT	4.2
BSM	1.2
Locally developed	0.1
Other	14.5

The number of respondents to this item was 47; this was 47.5% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-10

Oral Proficiency Tests in the Native Language Used to Determine if a Student is LEP

(School Telephone Interview)

Test	Percentage of Schools[a]
LAS	39.4%
IDEA, IPT	17.1
LAB	8.4
Locally developed	1.1
BINL	0.7
BSM	0.2
Other	19.5
Don't know	13.8

The number of respondents to this item was 114; this was 43.3% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-11

Literacy Tests in English Used to Determine if a Student is LEP

(District Telephone Interview)

Test	Percentage of Districts[a]
LAS	4.6%
Gates-McGinitie	2.5
Locally developed	2.4
SDRT-Stanford Diagnostic	2.1
SAT	1.8
MAT	1.7
CTBS	1.7
Woodcock	1.7
SRA	0.4
Other	13.4

The number of respondents to the item was 35; this was 35.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-12

Literacy Tests in English Used to Determine if a Student is LEP

(School Telephone Interview)

Test	Percentage of Schools[a]
LAS	20.6%
Locally developed	9.4
Gates-McGinitie	5.6
SAT	5.4
MAT	2.2
DRP	1.6
TOWL	0.2
TAAS	0.1
Other	39.5
Don't know	13.5

The number of respondents to the item was 91; this was 34.6% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-13

Achievement Tests in English Used to Determine if a Student is LEP

(District Telephone Interview)

Test	Percentage of Districts[a]
ITBS	20.8%
CTBS	8.8
SAT	6.4
CAT	5.8
MAT	2.2
Locally Developed	1.4
Other	20.1

The number of respondents to the item was 55; this was 55.6% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-14

Achievement Tests in English Used to Determine if a Student is LEP

(School Telephone Interview)

Test	Percentage of Schools[a]
ITBS	43.6%
SAT	19.2
CTBS	12.2
MAT	4.7
TAAS	1.7
Locally Developed	1.0
Other	24.1
Don't know	5.9

The number of respondents to the item was 133; this was 50.6% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-15

Achievement Tests in the Native Language Used to Determine if a Student is LEP

(District Telephone Interview)

Test	Percentage of Districts[a]
SABE	2.4%
La Prueba	2.1
APRENDA	1.8
Other	2.9

The number of respondents to the item was 18; this was 18.2% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-16

Achievement Tests in the Native Language Used to Determine if a Student is LEP

(School Telephone Interview)

Test	Percentage of Schools[a]
SABE	28.0%
APRENDA	20.6
La Prueba	13.7
Locally developed	0.3
Other	20.8
Don't know	17.7

The number of respondents to the item was 35; this was 13.3% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-17

Factors Used to Assign LEP Students to a Specific Type of LEP Instructional Service in District

(District Mail Survey)

Factors	Percentage of Districts[a]
Oral proficiency tests in English	63.6%
Teacher judgement	58.0
Teacher ratings of English language proficiency	41.7
Parental request	40.9
Achievement tests in English	40.9
Writing samples in English	39.5
Literacy tests in English	28.4
Oral proficiency tests in native language	23.9
Achievement tests in native language	10.7
Other	7.7
Only one type of service (i.e., no choice)	23.5

The number of respondents to the item was 696; this was 93.4% of those who responded the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-18

Factors Used to Assign LEP Students to a Specific Type of LEP Instructional Service in School

(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Factors	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Oral proficiency tests in English	62.8%	64.7%	60.5%	56.7%	62.2%
Teacher judgement	46.1	52.5	59.5	62.1	50.3
Parental request	41.8	37.0	43.1	36.6	40.8
Achievement tests in English	36.3	41.0	41.9	42.8	38.4
Teacher ratings of English language proficiency	29.9	41.4	43.9	43.4	34.9
Writing samples in English	27.9	39.8	46.5	40.5	33.6
Literacy tests in English	28.1	36.6	39.4	24.5	30.9
Oral proficiency tests in native language	30.8	25.4	21.3	25.7	28.1
Achievement tests in native language	12.5	12.7	9.9	19.6	12.6
Other	5.9	5.8	7.6	0.6	5.8
Only one type of service (i.e., no choice)	27.5	28.3	28.1	25.2	27.6

The number of respondents to the item was 1514; this was 82.5% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-19

Decision-Maker as to Which Type of Services Individual LEP Students Should Receive in District

(District Mail Survey)

Decision-maker	Percentage of Districts[a]
Teachers	52.5%
School-level administrators	47.8
District-level staff	36.4
Other	9.3
Only one type of service available at each school (i.e., no choice)	33.9

The number of respondents to the item was 692; this was 92.9% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-20

Decision-Maker as to Which Type of Services Individual LEP Students Should Receive in School

(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Decision-Maker	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Teachers	49.8%	55.9%	52.9%	57.4%	51.8%
School-level administrators	43.0	44.4	45.5	53.0	44.3
District-level staff	38.6	35.0	27.6	31.4	35.8
Other	7.7	10.2	14.0	5.3	8.9
Only one type of service available (i.e., no choice)	32.5	29.7	30.0	29.6	31.4

The number of respondents to the item was 1457; this was 79.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-21

Frequency of Review of LEP Status in District

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District					
Frequency of Review	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Once each school year	57.6%	41.1%	47.0%	56.9%	47.5%	49.8%
Twice each school year	14.9	24.0	24.8	11.7	7.0	19.9
More than twice a school year	14.1	23.9	14.7	7.0	10.5	16.6
Not each year but only when the student is considered eligible for exit	10.9	7.2	6.9	10.4	24.6	8.8
Other	2.5	3.9	6.6	14.1	10.3	4.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 692; this was 92.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE IV-22

Frequency of Review of LEP Status in School

(School Mail Survey)

	Percentage of Schools By Grade Level				
Review	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Once each school year	47.5%	43.7%	36.7%	41.1%	44.7%
Twice each year	23.0	22.8	29.3	21.2	23.8
More than twice a school year	18.3	18.6	21.8	24.2	19.3
Not each year but only when the student is considered eligible for exit	6.5	6.8	8.7	8.9	7.1
Other	4.7	8.2	3.6	4.6	5.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1499; this was 81.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE IV-23

Data Collected and Used to Reclassify LEP Students

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District[a]					
Data	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Teacher judgement	79.3%	81.5%	78.3%	64.8%	71.7%	78.6%
Achievement tests in English	67.4	72.7	83.9	89.7	96.3	75.0
Oral proficiency tests in English	61.8	80.4	80.8	89.6	82.4	74.4
Teacher ratings of English language proficiency	46.3	61.2	66.3	60.2	68.4	57.0
Writing samples in English	46.1	54.0	56.7	66.9	57.5	52.8
Literacy tests in English	20.4	28.6	38.1	50.7	50.5	29.8
Other	2.9	9.6	18.3	20.9	21.2	10.3

The number of respondents to the item was 700; this was 94.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-24

Data Collected and Used to Reclassify LEP Students in School

(School Mail Survey)

	Percentage of Schools by Number of LEP Students in School[a]					
Data	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Oral proficiency test in English	73.8%	82.7%	83.3%	88.5%	90.6%	81.6%
Teacher judgement	81.4	68.1	73.7	73.2	69.1	74.4
Achievement test in English	57.0	69.3	74.4	87.3	88.3	71.0
Teacher rating of English language proficiency	60.3	51.1	60.4	58.0	66.3	58.2
Literacy test in English	31.4	39.2	46.1	46.1	60.6	40.9
Other	12.3	12.4	11.1	17.9	23.3	13.7

The number of respondents to this item was 1592; this was 86.8% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-25

Data Collected and Used to Reclassify LEP Students in School

(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Data	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Oral proficiency tests in English	85.5%	80.1%	74.1%	68.1%	81.6%
Teacher judgement	72.9	73.1	79.3	79.1	74.4
Achievement tests in English	71.3	70.3	70.6	70.2	71.0
Teacher ratings of English language proficiency	55.6	60.5	65.1	61.0	58.2
Literacy tests in English	40.7	39.4	44.6	38.3	40.9
Other	12.1	16.4	20.8	6.5	13.7

The number of respondents to the item was 1592; this was 86.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-26

Source of Criteria Used to Determine a Student's Exit from LEP Status in District

(District Mail Survey)

Source of Criteria	Percentage of Districts
The criteria are mandated by the state	38.9%
The criteria are set at the district level	29.5
The criteria are set at the school level	22.0
Other	9.6
Total	100.0%

The number of respondents to the item was 677; this was 90.9% of those who responded the survey. The results are weighted to be nationally representative.

TABLE IV-27

Source of Criteria Used to Determine a Student's Exit from LEP Status in School

(School Mail Survey)

	Percentage of Schools By Grade Level				
Source of Criteria	Elementary	Middle	High	Multi-level	Total
The criteria are set at the district level	44.5%	40.4%	34.5%	21.2%	40.7%
The criteria are mandated by the state	34.7	38.5	35.0	43.2	35.9
The criteria are set at the school level	9.4	10.8	19.6	22.2	12.1
Other	11.4	10.3	10.9	13.3	11.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1477; this was 80.5% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE IV-28

Oral Proficiency Tests in English Used to Determine if a Student Should Exit From LEP Status

(School Telephone Interview)

Test	Percentage of Schools[a]
LAS, Pre-LAS	36.0%
IDEA, IPT	20.2
Maculaitis	9.5
Locally developed	8.4
LAB	7.1
BSM	4.3
BINL	1.1
SOLOM	1.0
Peabody Picture Vocabulary	0.9
Gray's Oral Language	0.1
Other	10.9
Don't know	4.1

The number of respondents to this item was 198; this was 75.3% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-29

Literacy Tests in English Used to Determine if a Student Should Exit From LEP Status

(School Telephone Interview)

Test	Percentage of Schools[a]
MAT	14.0%
LAS	13.8
Locally developed	8.2
Gates-McGinitie	3.3
DRP	2.3
TAAS	0.3
TOWL	0.2
Other	54.4
Don't know	10.7

The number of respondents to the item was 80; this was 30.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-30

Achievement Tests in English Used to Determine if a Student Should Exit From LEP Status

(School Telephone Interview)

Test	Percentage of Schools[a]
ITBS	40.6%
CTBS	14.8
SAT	12.8
MAT	11.4
TAAS	4.1
Locally Developed	1.1
Other	17.7
Don't know	5.6

The number of respondents to the item was 177; this was 67.3% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-31

Follow-up of Exited LEP Students

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District[a]					
Follow-up	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Achievement test scores are monitored	60.0%	55.7%	65.0%	70.2%	70.6%	60.8%
Grades are monitored	57.2	57.8	64.3	67.2	65.2	60.0
Teachers are systematically asked about the student's progress	61.2	70.4	49.5	39.5	40.0	59.3
No monitoring of former LEP students is done	20.8	13.2	11.4	10.0	3.8	15.2
Other	0.0	6.6	0.7	0.0	0.0	2.2

The number of respondents to the item was 666; this was 89.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-32

Follow-up of Exited LEP Students

(School Mail Survey)

Follow-up	Percentage of Schools by Number of LEP Students in School[a]					
	1-9	10-29	30-99	100-299	300+	All Schools
Teachers are systematically asked about their progress	49.5%	63.3%	65.0%	56.4%	43.3%	57.1%
Grades are monitored	52.0	50.1	61.1	59.4	52.4	55.0
Achievement test scores are monitored	44.8	45.1	58.2	65.5	57.0	52.3
No monitoring of former LEP students is done	23.4	18.0	10.9	10.7	18.0	16.7
Other	2.4	1.2	1.2	1.0	0.0	1.5

The number of respondents to this item was 1469; this was 80.1% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-33

Follow-up of Exited LEP Students in School
(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Follow-up	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Teachers are systematically asked about the student's progress	60.6%	51.9%	50.6%	51.8%	57.1%
Grades are monitored	52.7	57.7	65.1	47.7	55.0
Achievement test scores are monitored	56.1	50.4	41.2	47.4	52.3
No monitoring of former LEP students is done	14.4	21.8	18.6	21.3	16.7
Other	0.7	1.8	4.4	1.0	1.5

The number of respondents to the item was 1469; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

V. INSTRUCTIONAL SERVICES

In this chapter, the study's findings relating to the instructional services provided to LEP students are discussed. Data were collected at three levels: state, district and school.

A. Introduction

Services for LEP students are designed to help them to acquire the English language and academic skills that they need to succeed within mainstream English classrooms. While there are many different models for providing this assistance to LEP students, there is no consensus on a system of defining those services. Programs are described broadly as being bilingual education programs or English as a Second Language programs. Further distinctions are made within these two types of programs. For example, there are transitional bilingual education programs and developmental bilingual education programs (such as are funded separately within the Title VII grant program). There are pull-out ESL programs, "sheltered content," and "structured immersion" programs, all of which focus on English language use.

Despite these distinctions, when actual practices within programs are examined, a program described as a "bilingual education" program might provide more instruction in English than another program that is described as an "English as a Second Language" program. That is, program labels are not a clear and consistent indicator of the actual nature of the instructional services which students receive. Therefore, a study of the instructional services provided to LEP students cannot rely on program descriptions or labels.

The approach taken in this study to the description of instructional services for LEP students follows the approach taken in the prior 1984 Descriptive Study[1]. In that study, information was obtained on key variables such as the extent of native language use, the nature of English language used, and instruction in native language arts. In the current study, these same key variables were also used to distinguish among different types of services. However, additional factors were included to take into account characteristics of instructional services which recent research has suggested are important in defining the nature of instructional programs. For example, the description of services includes the relative emphasis on special versus regular instruction within the student's overall program of instruction.

In this chapter, we present the study findings concerning instructional services at three levels: State, district and school. First, since specific State policies influence the nature of services provided at the local level, data were obtained at the State level concerning State mandates regarding the nature of services for LEP students, and regarding any categories of programs utilized within State legislation or guidelines. Data on the overall range in LEP services provided by individual districts were obtained from the district coordinator for LEP services. These district-level data provided a summary of the types of services offered to LEP students across all schools serving LEP students in the district. The most detailed information on the nature of LEP services was obtained from the individual schools selected within each of the sampled school districts.

---

[1] Young, M.B. et al. LEP Students: Characteristics and School Services. Descriptive Phase Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students. Development Associates, Inc. and Research Triangle Institute. December 1984.

The nature of the data obtained at the district and at the school levels reflected two different approaches to the definition of instructional service categories. At the district level, basic categorical distinctions were given to the district coordinators in the form of a specific service description matrix. The district LEP coordinator was asked to summarize the district's services, and the number of students receiving each, utilizing the categories provided in the matrix.

At the school level, rather than providing a priori categorizations, the approach used was to let the school LEP coordinators define individual LEP services based on their own view of the distinctions among services present in their school. A final set of LEP instructional service categories was then developed using the distinctions most typically identified by the school coordinators.

B. State Policies

The State Mail Questionnaire obtained information from SEA coordinators of LEP services on categories of LEP services used by the State (e.g., in legislation or in guidelines), requirements regarding the types of services to be provided to LEP students, specific types of services that were encouraged or promoted if none were actually required, and the funding of special services to LEP students.

In response to the State Mail Questionnaire, 25 of the 51 (49 percent) State Education Agencies (SEAs) reported that they required local education agencies to provide particular types of services to LEP students. Of these 25 SEAs, two did not specify the type(s) of services required and one reported that the State required an individualized educational program (IEP). Of the remaining 22, all required special instruction in English language arts (English as a Second Language), while 17 also required instruction in content areas using the students' native language (bilingual education). Most States required these services to be provided to all LEP students; however, a few States reported that special services are required only if a minimum number of LEP students from a single language group are enrolled in a school (for example, 20 per school). Of the 26 SEAs which did not require local districts to provide special services, 16 reported that they encouraged or promoted particular services. Of these 16, 15 encouraged or promoted the use of ESL and 8 encouraged or promoted bilingual education.

Although some of the SEAs specifically encouraged or promoted particular types of services, what these requirements meant for LEP students at the local level may not be so clear. Given the lack of specific definition of these program labels, it would be expected that there would be considerable variation in how these requirements were interpreted by districts and schools.

With regard to funding support for LEP services, a total of 22 States (43 percent) provided

State funds designated specifically for the administration and/or provision of instructional services for LEP students. In these 22 States, the median amount of funding was $8,161,000 for the 1991-92 school year (mean = $31,370,000). The amount ranged between $154,000 and $207,679,000. Funding over the past three years increased in 10 (45 percent) of the 22 States, decreased in 5 states (23 percent), and remained the same in 7 states (32 percent). Most of the states with increased funding reported that the increase was due to changes in the size of the LEP student population, while most States with decreased funding reported the decrease was due to State-wide budget cuts. In distributing State funds to local districts, half of the States said districts must apply for funding and half said funding was automatically distributed to those districts with LEP students. In most cases, the amount of money received by districts depended on the size of the LEP student population.

C. District-level Data

District coordinators of LEP services were asked to indicate, using a matrix format, the nature of the instructional services provided to LEP students at the elementary, middle, and high school levels. The primary variable in this matrix was extent of use of the students' native language for instruction. Estimates were obtained of the number of students receiving instruction using four different levels of native language use. The levels were: extensive (61-100 percent) use of the native language; significant (25-60 percent) use; some (1-24 percent) use of the native language; and no use (0 percent) of the native language. Within each of these four levels of native language use, district coordinators were asked to indicate the number and language group (Spanish, other) of LEP students receiving that type of instruction, the use of a special content and/or approach designed for LEP students in English language arts, mathematics, science, and/or social studies, and the most common service delivery structure (e.g., main classroom only, pull-out, multiple-period class, separate content classes).

Therefore, at the district level, a common set of variables was used to distinguish among services. For the coordinators, this approach required them to create estimates for service categories that did not necessarily match the service distinctions utilized within their districts.

Table V-1 shows the results of this process. According to district respondents, almost 50 percent of elementary students received at least a quarter of their instruction in their native languages. The percentages for middle school and high school students were 28 percent and 25 percent. Table V-2 shows these same data by number of LEP students in the district. In general, districts with greater numbers of LEP students were more likely to provide instruction in the native language.

A key question in terms of services provided is whether the types of services offered varied by language group. In Table V-3, the types of services offered to Spanish and other language students are described. The unit of analysis in the table is the school district, and a district is included if there was at least one LEP student in the district at that grade level. The results indicate that Spanish LEP students were much more likely to receive instruction using their native language than were LEP students in other language groups.

To further study native language use, a composite variable across all three grade levels was created which defined the mean percentage of native language use for all students in the district. Factors related to this composite variable were examined using multiple regression techniques. The percentage of native language use was the dependent variable, and seven variables were tested as predictors: (1) the number of total students in the district; (2) the number of LEP students in the district; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the per student year costs for LEP students; and (7) the cost differential in per student year costs between LEP students and all students.

The final prediction equation had an adjusted R square value of .276 ($F = 42.0$, $p < .001$), and included four predictors: (1) the percentage of LEP students who were Spanish (beta = .286); (2) the percentage of LEP students supported by special state LEP funds (beta = .247); (3) the percentage of LEP students supported by Title VII funds (beta = .128); and (4) the number of LEP students in the district (beta = .148). Thus, the language groups served, the number of LEP students, and support from special state and federal funds for LEP services appeared to predict the amount of native language used for instruction.

The District Mail Questionnaire also requested information on the most common service delivery structure used within specific service types. The results for elementary, middle and high schools are shown in Tables V-4, V-5, and V-6, respectively. As in the previous table, the unit of analysis is the school district. The percentages in the tables reflect the percentages of school districts with at least one LEP student at the grade level that provided the specific combination of service type and service structure described. For example, of those districts with at least one elementary LEP student, 7.7 percent were reported to provide extensive native language use involving a main classroom only. These results suggest that: (1) main classroom only or main classroom plus pullout were the most common structures in elementary schools, while separate content classes or main classroom plus pullout were the most common structures in middle schools and high schools; and (2) multiple period class plus other classes was a structure sometimes used in middle schools and high schools, but seldom used in elementary schools.

A final question asked on the District Mail Questionnaire was whether specially designed content or approaches were used in teaching English language arts, mathematics, science, and social studies. The results of this question for the three grade levels of schools are shown in Tables V-7, V-8, and V-9. The percentages in the tables are the percentages of districts which offered particular combinations of services. The results suggest that special content/approaches were most often employed in teaching English language arts.

D. School-level Data

In contrast to the approach taken on the District Mail Questionnaire, the School Mail Questionnaire was open-ended in approach. Rather than defining a priori distinctions, i.e., percentage of native language use for instruction, among major types of instructional services, the School Mail Questionnaire was designed to let school-level staff describe their LEP services in terms of distinctions that they used. By not imposing service distinctions upon the respondents, the data reflected instructional services provided to particular students as they are actually categorized at the local level. School LEP coordinators completed an "Instructional Services Description Form" for each separate type of instructional service for LEP students in their schools.

In making these distinctions, each coordinator was asked to consider all instruction received by a typical LEP student in his/her school, to consider the content of the instruction received (i.e., subjects taught, use of special instruction in English, instruction in native language arts), and to think about the way in which instruction was delivered (i.e., extent of use of the native language, special adaptations in instruction for LEP students, service delivery structure).

On each Instructional Services Description Form, the school LEP coordinator indicated the number of students served, their language groups, and level of proficiency in English. Other information was obtained on the nature of the services received, including the extent to which English is adapted to the needs of LEP students, length of time that the instructional services are typically received, service delivery structure, and staffing. Also, as part of each Instructional Services Description Form, a full instructional schedule was completed which represented all instruction over the course of a typical week and provided specific data on the subjects received, hours of instruction in each, use of the native language for instruction, and use of special content and/or approach for instruction.

The outcome of this approach to the definition of instructional services was a very large number of service category descriptions. The process undertaken to analyze and code these descriptions into a reasonable and meaningful system is presented below.

1. Coding of instructional services categories

The first step in the analysis of the data on instructional services for LEP students was a review of the Instructional Services Description Forms to determine the variables that school LEP coordinators used in making distinctions among services. The purpose of this review was to identify the types of distinctions that appeared to be most salient across the range of descriptions provided in the responses to the questionnaires.

The review of the completed Instructional Services Description Forms indicated that the following variables were used most often in distinguishing among different types of instructional services: the language used for instruction, nature of the instruction in terms of staff and/or service delivery structure used (e.g., special aide in classroom; pull-out instruction, tutoring, etc.), and the extent to which students participated in regular instructional contexts versus special instructional contexts specifically designed for LEP students.

Based on these variables, a set of instructional service categories was developed in order to code all of the locally defined services into a more limited and meaningful number of services. In this way, primary distinctions between main categories of services would be maintained while collapsing others into a smaller number of broader categories. The set of categories was then tested on a sample of forms; modifications to the categories were developed based on the results of this test, and a final set of categories plus coding rules were established.

Persons with backgrounds in bilingual education/ESL and experience within school programs for LEP students were recruited and trained to serve as coders. Each School Mail Questionnaire was coded separately, by two different coders. For those forms where some differences in coding was found, the two discussed and resolved the matter. If they were not able to resolve the coding issue, a third coder was asked to review the form and settle the difference.

In some cases, services that were considered separate at an individual school were combined within the coding system. In other cases, a single service category as defined by the school was actually coded as two instructional services categories. This would be the case, for example, where the native language was used for only one language group, and not for any of the other language groups present. As needed, then, some Instructional Services Description Forms were combined, and in other cases, new Instructional Service Description Forms were created using the data available to represent the differences in instructional services received by a particular group of students.

2. Definition of the instructional services categories

The instructional services categories are based on two major variables: the "extent of native language use" and the "nature of the instructional services."

Extent of native language use represents the extent of use for instruction in all academic subjects. Three levels of native language use were defined.

- "All English" refers to services in which all instruction was in English or only a very minimal amount of the students' native language (less than 2 percent overall) was used for instruction.

- "Some native language use" refers to instructional services in which there was native language used for instruction or to support instruction where the level of native language use was greater than 2 percent but did not qualify as "significant" native language use.

- "Significant use of the native language" refers to instructional services in which there was 50 percent or more use of the native language for at least one academic content area (excluding native language arts instruction) or there was an average of 25 percent or greater use of the native language for mathematics, science, and social studies combined.

Data on extent of native language use were obtained in the schedule of instruction completed within each Instructional Services Description Form. The overall percentages of instruction in the native language were weighted by hours of instruction in each subject.

Nature of instructional services refers to the extent to which the instruction received by LEP students was specially designed for LEP students. There are four broad divisions of services:

- "No special or additional services" refers to LEP students who received the same instruction as non-LEP students. Instruction was defined as "regular classroom" or "mainstream" instruction with no special services provided. In some cases, there was special monitoring of the LEP students' progress. Some schools had special "transitional" categories of LEP students who no longer required special bilingual or ESL instruction but whose academic performance was not sufficient for their exiting from LEP status. These "transitional" students, therefore, might have been within this category of "no special services".

- "Additional services not specific to LEP students" refers to services provided to LEP students which were not specially designed to assist LEP students but were provided to students who were in need of additional assistance. These services included, for example, an aide in the classroom who was not provided specifically for LEP students and who did not have training or language ability that would make the aide's services specifically tailored to LEP students' needs. It also included other additional services such as resource teachers, Chapter 1, or tutoring that did not involve any special adaptations for LEP students.

- "Special services for LEP students (within a primarily non-LEP instructional context)" refers to services that were provided to LEP students which were specifically designed or adapted to the LEP students' needs. Examples are an aide in the classroom who specifically worked with LEP students, special tutoring that was provided for LEP students, or English as a Second Language Instruction that was provided for less than 10 hours in a typical week of instruction.

  In all of these cases, the special LEP instruction was provided within an overall program of instruction which was predominantly not adapted to the special needs of LEP students. For example, there was ESL pullout for 2 hours a week for a student placed in a regular classroom; or, there was a bilingual aide who assisted in the classroom for several hours a week to provide native language support to LEP students placed within an otherwise regular or mainstream class.

- "Intensive special LEP services" refers to instructional services that were specifically designed to address LEP students' needs and which represented a significant portion of all the students' overall instructional program. For example, ESL instruction that was equal to or more than 10 hours per week, special content instruction for LEP students, or a combination of both ESL and special content instruction would have been included in this category of services.

A final and fifth division of services was "Unknown services". These were cases where there was not sufficient information to clearly determine the instructional services category, where there was no information provided for some LEP students in the school, or where it was clear that there were special services provided to LEP students in a school, but the presentation of the services made it impossible to determine what any one typical student received. When "unknown services" was assigned due to there being no information provided for a portion of the LEP students at a school, it might indicate that those LEP students were not receiving any special services. For example, in some cases there might have been students who were "transitioning" out of LEP status and were not included in the Instructional Services Description Forms because they did not receive instruction of any type that was specifically designed for LEP students.

The matrix in Figure V-1 provides an overview of the instructional services categories used in this study. Extent of native language use is represented by the boxes across the top of the page, from no use of the native language on the left to a significant level of use on the right. The nature of instructional services is represented by the divisions down the left-hand side of the matrix. The categories range from no special services at the top to intensive special LEP services at the bottom.

Overall, it should be noted that a conservative approach was taken to rating. Before moving to a more intensive category of special services, it was required that some specific evidence be present to support that categorization. If it was not clear, for example, whether an aide in the classroom was present for all students and classrooms or was a special aide designated for LEP students, then it was assumed that the aide was not specifically present to serve LEP students' needs. That is, the instructional services would be coded as a category "2.1" , indicating "In-class aide (no native language, no special training) and not as a category "3.1" indicating "Special aide as primary LEP service". Therefore, given conservative approach taken in coding, the instructional services categories may have resulted in some underestimates of the amount of special services provided for LEP students.

3. Percentages of Schools Providing and Students Receiving Each Service Type

In Table V-10, the percentages of schools which offered each of the service types are presented. Because many schools offered more than one service type, the percentages in the table add to more than 100 percent. As shown in the table, the most frequent service types offered by schools were type 3.3 (ESL as primary LEP service, all English), type 8.4 (intensive services, significant native language use), and type 4.3 (ESL as primary LEP service, some native language use). There were no major differences by grade level of school.

Table V-11 shows the number of students who were served under each of the service types. Because all of the instructional services received by a student are described under a single type of service, the numbers in this table add to 100 percent. Using this measure, by far the most commonly received service type was type 8.4 (intensive LEP services with significant native language use). A comparison of Tables V-10 and V-11 suggests that programs with ESL only were much more common in schools with smaller numbers of LEP students, while programs with intensive special LEP services were more common in schools with large numbers of LEP students.

FIGURE V 1

CODING CATEGORIES: INSTRUCTIONAL SERVICES FOR LEP STUDENTS

EXTENT OF NATIVE LANGUAGE USE NATURE OF INSTRUCTIONAL SERVICES	**ALL ENGLISH** < 2% L1	**SOME L1** L1 used, amount not known; or: L1 ≥ 2%, but does not qualify as "significant"	**SIGNIFICANT L1** ≥ 50% L1 use for at least one academic content area (3.75 hrs/wk) excluding L1 language arts instruction or: ≥ 25% L1 for Math, Science, and Social Studies Instruction	**LANGUAGE USED UNKNOWN**
NO SPECIAL OR ADDITIONAL SERVICES:				
• Without special monitoring of students	1.1			
• With special monitoring of students	1.2			
ADDITIONAL SERVICES NOT SPECIFIC TO LEPS:				
• In class Aide (no L1, no ESL training)	2.1			
• Regular Chapter 1/Resource/Tutoring	2.2			
• Special Education Services	2.3			
SPECIAL SERVICES (PRIMARILY NON-LEP INSTRUCTIONAL CONTEXT):				
• Special aide as primary LEP service	3.1	4.1	5.1	
• Special LEP Chapter 1/Resource/Tutoring as primary LEP service	3.2	4.2	5.2	
• ESL instruction (less than 10 hours) as primary LEP service	3.3	4.3	5.3	
INTENSIVE SPECIAL LEP SERVICES:				
• Multiple period ESL (ESL 10 hrs.) plus regular instruction in content areas	6.1	7.1	8.1	
• Some special content instruction for LEPS; No ESL	6.2	7.2	8.2	
• ESL plus some special content instruction for LEPS	6.3	7.3	8.3	
• All academic instruction (in English, Math, Science, Social Studies) involves special content/approach for LEPS	6.4	7.4	8.4	
UNKNOWN SERVICES:				
• Completely unknown: No information on instructional services				9.1
• Special services for LEPs: Type unknown				9.2

BEST COPY AVAILABLE

In the remainder of this section, the 28 service types are collapsed into nine major types as defined by the boxes in Figure V-2. Except for the type 9 (unknown) services, higher numbers refer to more intensive services. The nine major types are as follows:

Type 1 - **No special or additional services**. This type is defined by the absence of any special instructional services for LEP students. It may or may not include special monitoring of such students. Approximately 2 percent of LEP students nationwide were projected to receive this type of service.

Type 2 - **Additional services not specific to LEP students**. This type includes a range of special services but which are not specifically designed for LEP students. These services may include in-class aides, Chapter 1 or other resource teachers, tutoring, or special education. Approximately 1 percent of LEP students nationwide were projected to receive this type of service.

Type 3 - **Some special services provided all in English**. This type includes a range of services specifically designed for LEP students, but provided in instructional contexts not designed for such students. Virtually all instruction is in English. Services include special aides for LEP students, special LEP Chapter 1 or other resource teachers, or ESL instruction provided for less than 10 hours per week. Approximately 17 percent of LEP students nationwide were projected to receive this type of service.

Type 4 - **Some special services with some instruction using the native language**. This type of service is similar to Type 3, except that some instruction is provided in the native language (i.e., less than 50 percent use in one academic subject, or less than 25 percent use in math, science, and social studies combined). Approximately 6 percent of LEP students nationwide were projected to receive this type of service.

Type 5 - **Some special services with significant use of the native language for instruction**. This type of service is similar to Types 3 and 4, except that a significant amount of instruction is provided in the native language (more than 50 percent use in one academic subject, or more than 25 percent use in math, science, and social studies combined). Approximately 3 percent of LEP students nationwide were projected to receive this type of service.

Type 6 - **Intensive special services provided all in English**. This type includes a range of special services which are specifically designed for LEP students and are provided primarily in contexts focused on LEP students. Virtually all instruction is in English. Services include ESL instruction for 10 hours or more per week and content instruction in other academic subjects which is specifically designed for LEP students. Approximately 13 percent of LEP students nationwide were projected to receive this type of service.

FIGURE V-2

CODING CATEGORIES: INSTRUCTIONAL SERVICES FOR LEP STUDENTS

EXTENT OF NATIVE LANGUAGE USE NATURE OF INSTRUCTIONAL SERVICES	**ALL ENGLISH** < 2% L1	**SOME L1** L1 used, amount not known; or: L1 ≥ 2%, but does not qualify as "significant"	**SIGNIFICANT L1** ≥ 50% L1 use for at least one academic content area (3.75 hrs/wk) excluding L1 language arts instruction or: ≥ 25% L1 for Math, Science, and Social Studies Instruction	**LANGUAGE USED UNKNOWN**
NO SPECIAL OR ADDITIONAL SERVICES: • Without special monitoring of students • With special monitoring of students	1			
ADDITIONAL SERVICES NOT SPECIFIC TO LEPS: • In class Aide (no L1, no ESL training) • Regular Chapter 1/Resource/Tutoring • Special Education Services	2			
SPECIAL SERVICES (PRIMARILY NON-LEP INSTRUCTIONAL CONTEXT): • Special aide as primary LEP service • Special LEP Chapter 1/Resource/Tutoring as primary LEP service • ESL instruction (less than 10 hours) as primary LEP service	3	4	5	
INTENSIVE SPECIAL LEP SERVICES • Multiple period ESL (ESL 10 hrs.) plus regular instruction in content areas • Some special content instruction for LEPS; No ESL • ESL plus some special content instruction for LEPS • All academic instruction (in English, Math, Science, Social Studies) involves special content/approach for LEPS	6	7	8	
UNKNOWN SERVICES: • Completely unknown: No information on instructional services • Special services for LEPs: Type unknown				9

Type 7 - **Intensive special services with some instruction using the native language**. This type is similar to Type 6, except that some instruction is provided in the native language (i.e., less than 50 percent use in one academic subject, or less than 25 percent use in math, science, and social studies combined). Approximately 14 percent of LEP students nationwide were projected to receive this type of service.

Type 8 - **Intensive special services with significant use of the native language for instruction**. This type is similar to Types 6 and 7, except that a significant amount of instruction is provided using the native language (more than 50 percent use in one academic subject, or more than 25 percent used in math, science, and social studies combined). Approximately 34 percent of LEP students nationwide were projected to receive this type of service.

Type 9 - **Unknown services**. Sufficient information could not be obtained to characterize these services. Approximately 9 percent of student nationwide fell in this category.

In the Appendix of this volume, each of the eight major service types (excluding the "unknown" category) is described in detail, including the characteristics of the service type and the kinds of students receiving it.

Table V-12 shows the percentages of schools with different numbers of LEP students offering each of the major service types. Because a school can offer more than one major service type, these percentages add to more than 100 percent. Table V-13 shows the percentages of students receiving each major service type. Because a student can receive only one service type, these percentages do add to 100 percent. Both in terms of schools and students, schools with greater numbers of LEP students were more likely to offer Types 6, 7, and 8 and less likely Types 2 and 3.

The factors influencing the service types provided to students were examined using multiple regression techniques. Two dependent variables were used: (1) the percentage of students in the school receiving Types 6, 7, and 8 (the three most intensive service types); and (2) the percentage of students in the school receiving Types 4, 5, 7, and 8 (the types involving native language use). Nine variables were tested as predictors: (1) the number of LEP students in the school; (2) the percentage of LEP students of the total school enrollment; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the percentage of LEP students born in the U.S.; (7) the percentage of LEP students with limited oral proficiency in their native language; (8) the percentage of teachers teaching LEP students who were fluent in a native language of their students; and (9) the percentage of teachers teaching LEP students who had some form of LEP certification.

The final equation for predicting intensive services had an adjusted R square value of .100 (F = 12.6, p < .001), and included six predictors: (1) the number of LEP students in the school (beta = .151); (2) the percentage of LEP students born in the U.S. (beta = -.148); (3) the percentage of LEP students supported by Title VII funds (beta = .113); (4) the percentage of teachers with certification (beta = .104); (5) the percentage of LEP students who had Spanish as their native language (beta = .102); and (6) the percentage of teachers who spoke a native language (beta = .092). Thus, the strongest predictors of the presence of intensive services were the number of LEP students and the percentage who were foreign born.

The equation for predicting native language use had an adjusted R square value of .187 (F = 30.0, p < .001), and included five predictors: (1) the percentage of teachers who spoke a native language (beta = .210); (2) the percentage of LEP students who had Spanish as their native language (beta = .208); (3) the percentage of LEP students supported by Title VII funds (beta = .138); (4) the percentage of LEP students receiving services under special state LEP funds (beta = .101); and (5) the percentage of all students in the school who were LEP (beta = .093). Thus, the strongest predictors of instruction in the native language were the presence of qualified teachers and the language backgrounds of the LEP students.

Table IV-14 compares the service types by certain selected variables. As shown in the table, proportionally fewer students in Types 1 and 2, which offered little or no special services, had little or no oral proficiency skills in English at entry than students in the other service types. Types 5 and 8, which offered significant instruction using the native language, served the highest percentages of students with little or no oral proficiency in English. Students were retained in Types 4, 7, and 8 longer than average, while they exited more quickly than average from Types 2, 5, and 6.

Pull-out teachers were more heavily used to supplement the main teacher in Types 2 and 3, while in-class aides were used in all service types, particularly within Types 5, 7, and 8.

An examination of instructional schedules shows that Types 5, 6, and 7 provided more instruction in English (when ESL and regular instruction are combined) than the other types, especially Type 1. Students in Type 1 got more science and social studies instruction and less English instruction as compared to students in the other service types. As expected, students in Types 5 and 8, who received significant instruction using the native language, received more instruction in native language arts than students in other service types.

4. Sequences of Service Types

In the school telephone interview, administrators were asked if any of the service types that were offered in their school typically occurred in a sequence. Thirty percent of all interview respondents indicated that there was a most frequent sequence, and two percent said there was also a second most frequent sequence.

This data shows that for respondents who reported a most frequent sequence type, the five most frequent sequences were:

- Type 8 followed by Type 3: intensive special LEP services with significant native language use followed by special services (primarily non-LEP instructional context) using all English (15.3 percent of all sequences).
- Type 8 followed by Type 7: intensive special LEP services with significant native language use followed by intensive special LEP services with some native language use (11.5 percent of all sequences).
- Type 6 followed by Type 3: intensive special LEP services using all English followed by special services (primarily non-LEP instructional context) using all English (10.5 percent of all sequences).
- Type 3 followed by Type 1: special services (primarily non-LEP instructional context) using all English followed by no special or additional services using all English (8.1 percent of all sequences).
- Type 7 followed by Type 3: intensive special LEP services with some native language use followed by special services (primarily non-LEP instructional context) using all English (7.0 percent of all sequences).

E. Programs Under Which Services Are Provided

Services for LEP students are provided under a variety of program titles and funding. On both the District and School Mail Questionnaires, respondents were asked to give their best estimates of the number of LEP students who were enrolled in specific types of service programs. As shown in Table V-15, there were almost four times as many LEP students being served under the federal Chapter 1 program as under the Title VII program. There were also large numbers of LEP students being served under special education programs, which also receive federal support. However, the largest number of LEP students were being served using special State funds for LEP services. LEP students in districts with many LEP students were particularly likely to receive native language arts instruction, and to receive services under state funds for LEP or compensatory services.

Similar projections using school-level responses are shown in Table V-16. The school-level data produced somewhat higher projections of percentages of students being served under Title VII, but lower projections of LEP students in special education or whose services were supported by State funding. LEP students in schools with many LEP students were more likely to receive native language arts instruction and instruction supported by state LEP and compensatory funding. The school data also indicate, as shown on Table V-17, that Chapter 1 services for LEP students and instruction in native language arts were more focused on elementary students than on middle and high school students.

F. Coordination With Other Programs

Another important aspect of the education of LEP students is the extent to which the instruction they receive is coordinated with the instruction received by other students in the school. If LEP instruction is not coordinated, it may make the transition to non-LEP services a difficult experience for exited LEP students.

The study approached the issue of coordination in several ways. Respondents to the school mail questionnaire were asked to rate the extent of similarity of the curricula used for LEP and non-LEP students. The results are shown in Table V-18. In about two-thirds of the cases, the objectives and materials were reported to be identical or very similar, and in most of the remaining cases the objectives were the same though the materials differed. Table V-19 shows these data for schools with different numbers of LEP students. Although curriculum objectives may be the same, different materials are more likely to be used in schools with greater numbers of LEP students.

Teachers were also asked about their coordination of efforts with other teachers of LEP students in the teacher mail survey. As shown in Table V-20, almost all teachers of LEP students reported that they shared instructional responsibility with other teachers. Table V-21 shows the percentages of those teachers who reported coordinating with other teachers in various ways. In general, coordination reported by elementary level teachers was higher than coordination among high school teachers. Sixty-two percent of teachers reported speaking with others about the content of instruction, but only 28 percent reported changing instruction based on information provided by others.

District administrators were asked in the telephone survey about the types of coordination between Chapter 1 and the other instructional services that LEP students received. Eighty-two percent of all respondents said there was coordination between Chapter 1 and LEP instructional services. Of those, 49 percent reported informal information-sharing between Chapter 1 and LEP program staff; 22 percent indicated that district-level staff held regular joint meetings between Chapter 1 and LEP instructional program staff; and 15 percent said there were shared in-service programs for Chapter 1 and LEP program staff. Sixty percent of the responding districts said that their LEP services and Chapter 1 coordinators were located in the same administrative unit. Seventy-eight percent of all respondents reported that the LEP services and Chapter 1 coordinators reported to the same supervisor. When asked to what extent the LEP services and Chapter 1 coordinators shared information or conferred with each other on issues related to instruction of LEP students, 50 percent of district respondents to the telephone interview said that these activities occurred often, 43 percent said sometimes, and 7 percent said not at all.

G. Relevance of Materials

Related to the issue of coordination of instruction is the question of the relevance of instructional materials to the cultural experiences and backgrounds of LEP students. If the materials used are identical to those used in the regular program, they may facilitate transition into the regular program, but they may not relate to the experiences and backgrounds of LEP students. If materials are specially designed for LEP students, on the other hand, they may be culturally relevant but cover different topics and concepts than are covered by the regular program.

School respondents were asked to rate the relevance of curriculum materials used with LEP students to their experiences and backgrounds. As shown in Table V-22, most respondents reported that the materials were relevant to a limited or moderate extent. Only 11 percent of respondents said that the materials were relevant to a great extent.

H. Cost of Instruction

A major issue of concern to federal and State policy-makers is the cost of services to LEP students. Based on previous research efforts, Development Associates was aware that developing within-district or within-school cost estimates for different groups of students is an extremely difficult task. We were also aware that individual schools often do not have sufficient data to develop cost estimates.

However, because of the importance of the issue, respondents to the District Mail Questionnaire were asked to provide their best estimates of the per student year cost for all students and for LEP students. Results of this question are shown in Table V-23. The per student year cost for LEP students was $6,000 or more in 30 percent of districts, while the per student year cost for all students was $6,000 or more in only 20 percent of districts. The difference in the median costs per year between LEP and all students was $373. The mean costs for districts with different numbers of LEP students are shown in Table V-24. Costs for educating LEP students were consistently higher than costs for all students, and costs for both groups were lower in districts with more LEP students.

District administrators were asked what types of costs were included in the per LEP pupil cost figure for their district. Ninety-nine percent of the respondents said that figures included personnel costs, 89 percent said they included materials costs, 50 percent said they included capital costs such as facilities, and 53 percent said they included other facilities costs such as utilities and maintenance.

I. Academic/ Vocational Focus of Instruction

Respondents to the school mail questionnaire were asked to indicate the percentage of secondary school LEP students whose coursework was focused on academic instruction, vocational instruction, or an integration of the two. The results are shown in Table V-25. In most schools, the majority of LEP students were taking courses with a primarily academic, rather than vocational, focus. There were also relatively large numbers of students taking courses with an integrated focus on vocational and academic education.

District telephone respondents were also asked about their instructional services for secondary level LEP students. Fifty-eight percent said their district served LEP students at the high school level who had limited educational backgrounds and/or very limited literacy skills in their native language as well as in English. A majority of districts with such students (39 percent of districts overall) indicated that the instructional services received by such students differed from the services received by other secondary level LEP students who had entered with generally age-appropriate literacy skills and schooling in their native language. Twenty-one percent said that instruction for such special needs students involved additional course(s) focused on special literacy skills training, 11 percent said that such students received the same courses as other students but different instructional approaches were used, 11 percent said the content of the academic courses differed, and five percent indicated students received vocational/job readiness training. When asked how many special needs students were enrolled in vocational programs, 42 percent of respondents said "a few," 26 percent said "some," 22 percent said "most," and 10 percent said "all."

The mean percentage across districts of secondary level LEP students who entered school with limited educational backgrounds and/or very limited literacy skills in the native language who received a high school diploma was 44 percent. In contrast, the mean percentage of secondary LEP students who enter school with literacy skills in their native language and generally age-appropriate levels of schooling who are able to meet state requirements for graduation was 80 percent. For those secondary LEP students not expected to meet state graduation requirements, the most frequently cited instructional goals were that LEP students develop general functional/survival skills, job readiness skills, specific vocational skills, and oral English language skills.

J. Perceived Strengths and Weaknesses of Services

District administrators were asked in a telephone interview what they felt the strengths and weaknesses of the instructional services for LEP students were in their districts. Table V-26 shows that district respondents felt that the greatest strengths were that both the LEP staff and the mainstream staff were dedicated, qualified, sensitive, and bilingual. Small class sizes and individual instruction were also frequently mentioned. Table V-27 illustrates the weaknesses of the LEP instructional services as viewed by the district administrators. The table shows that both curriculum (the small number of hours of LEP services and lack of native language support) and LEP staff (training, need for second language, ESL techniques, bicultural certification, and turnover) were the major concerns relating to instructional services for LEP students. Table V-28 shows the changes desired by district respondents relating to instructional services for LEP students. Many respondents wanted better evaluations, monitoring, and student assessments, more experienced staff, improved staff training, bicultural teaching staff, and more classroom aides.

School administrators were asked in a telephone interview to what extent they would say their programs for LEP students were meeting the needs of the LEP students. Twenty-two percent of all respondents thought they were "completely" meeting LEP student needs, 59 percent said "mostly", 19 percent said "somewhat", and one percent said "not at all". Table V-29 shows the specific needs being met by LEP programs, as cited by school respondents. The most frequent needs being met by their LEP programs was providing English language instruction to their students, and meeting academic and social needs. School administrators were also asked about specific LEP student needs that were not addressed by their schools. Table V-30 shows that the most frequent needs that were not met related to academic work in English and other content areas, including elective classes.

The strengths and weaknesses of the instructional services provided by schools to LEP students were also discussed during the school telephone interview. As Table V-31 illustrates, many respondents indicated that an important strength was the dedicated, bilingual, well qualified LEP staff in the school. On the other hand, Table V-32 shows that many respondents indicated that schools do not have enough well trained and qualified staff members instructing LEP students.

To further capitalize on the strengths of services provided to LEP students, a majority of school administrators said that more mainstream staff members should be bilingual, trained to work with LEP students, and culturally sensitized (see Table V-33). The main ideas for correcting weaknesses in services provided to LEP students included recruiting more bilingual/bicultural staff trained in ESL techniques and having more trained and qualified mainstream staff members (Table V-34).

TABLE V-1

Distribution of LEP Students Receiving Different Types of Instructional Services Using Native Language

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Elementary School		Jr. High/Middle School		High School	
	N	%	N	%	N	%
Extensive (61-100%)	385,655	25.1	36,966	10.9	39,284	9.4
Significant (25-60%)	367,796	23.9	57,139	16.8	63,370	15.1
Some (1-24%)	353,551	23.1	101,557	29.9	122,643	29.3
None (0%)	429,396	27.9	143,641	42.3	193,136	46.2
Total	1,536,397	100.0	339,303	100.0	418,434	100.0

The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

TABLE V-2

Native Language Use As a Percentage of All Instruction

(District Mail Survey)

Amount of Native Language Use	Percentage of LEP Students by Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Elementary Grades						
Extensive (61-100%)	4.3%	5.4%	16.4%	30.5%	25.0%	25.1%
Significant (25-60%)	3.2	10.3	18.1	19.5	34.0	23.9
Some (1 - 24%)	21.7	35.2	26.7	22.0	21.3	23.1
None	70.9	49.1	38.8	28.0	19.7	27.9
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Junior High/Middle School						
Extensive (61-100%)	0.0%	4.2%	7.6%	15.4%	8.3%	10.9%
Significant (25-60%)	3.1	6.0	15.2	16.1	20.0	16.8
Some (1 - 24%)	24.6	33.4	32.7	30.2	27.8	29.9
None	72.3	56.3	44.5	38.3	43.9	42.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High School						
Extensive (61-100%)	8.3%	2.3%	7.4%	11.8%	8.4%	9.4%
Significant (25-60%)	4.3	10.5	12.1	13.8	20.3	15.1
Some (1 - 24%)	20.8	33.3	33.4	30.8	23.8	29.3
None	66.6	53.9	47.1	43.6	47.5	46.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 707; this was 94.9% of those who responded to the survey.

TABLE V-3

Use of Native Language for Instruction for Spanish and Other LEP Students

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts Offering Instruction by Grade Level and Native Language of Student					
	Elementary school[a]		Middle school[b]		High school[c]	
	Spanish	Other	Spanish	Other	Spanish	Other
Extensive (61-100%)	13.4%	3.6	9.0	2.9	8.5	2.9
Significant (25-60%)	18.5%	4.6	14.5	4.2	14.1	5.4
Some (1-24%)	40.4%	14.5	36.8	13.4	34.6	18.3
None (0%)	42.4%	48.9	35.4	42.7	35.4	45.6

A district may provide instruction using different amounts of native language for different groups of students. Thus, the percentages in the table do not add within columns. The results are weighted to be nationally representative.

[a] The number of respondents to these items ranged from 666 to 705; these were 89.4 - 94.6% of those who responded the survey. The percentages in elementary school represent the percentage of all school districts with elementary LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

[b] The number of respondents to these items ranged from 670 to 702; these were 89.9 - 94.2% of those who responded the survey. The percentages in middle school represent the percentage of all school districts with middle school LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

[c] The number of respondents to these items ranged from 657 to 701; these were 88.2 - 94.1% of those who responded the survey. The percentages in high school represent the percentage of all school districts with high school LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

TABLE V-4

Most Common Service Delivery Structures Within Native Language Usage Categories in Elementary Schools

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts in Most Common Service Delivery Structure[a]			
	Main classroom only	Main classroom plus pullout	Multiple period class plus other classes	Separate content classes
Extensive (61-100%)	7.7%	4.9	0.4	0.7
Significant (25-60%)	7.1%	8.6	1.7	0.9
Some (1-24%)	10.4%	27.3	1.0	2.9
None (0%)	13.1%	38.3	1.6	1.4

A district may provide one or none of the delivery structures in each row. Thus, the percentages in the table do not add within columns or rows. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with elementary LEP students that provide the specific service combination to at least one LEP student.

TABLE V-5

Most Common Service Delivery Structures Within Native Language Usage Categories in Middle Schools

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts in Most Common Service Delivery Structure[a]			
	Main classroom only	Main classroom plus pullout	Multiple period class plus other classes	Separate content classes
Extensive (61-100%)	1.6%	2.7	2.5	2.2
Significant (25-60%)	1.8%	6.9	3.8	3.2
Some (1-24%)	4.9%	17.8	7.2	10.0
None (0%)	5.1%	21.9	7.0	15.1

A district may provide one or none of the delivery structures in each row. Thus, the percentages in the table do not add within columns or rows. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with middle school LEP students that provide the specific service combination to at least one LEP student.

TABLE V-6

Most Common Service Delivery Structures Within Native Language Usage Categories in High Schools

(District Mail Survey)

	Percentage of Districts in Most Common Service Delivery Structure[a]			
Use of Native Language for Instruction as a Percentage of All Instruction	**Main classroom only**	**Main classroom plus pullout**	**Multiple period class plus other classes**	**Separate content classes**
Extensive (61-100%)	1.1%	0.4	4.6	2.4
Significant (25-60%)	1.5%	3.1	5.7	4.9
Some (1-24%)	2.8%	13.7	6.6	17.2
None (0%)	4.7%	16.6	9.8	19.7

A district may provide one or none of the delivery structures in each row. Thus, the percentages in the table do not add within columns or rows. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with high school LEP students that provide the specific service combination to at least one LEP student.

TABLE V-7

Specially Designed Content/Approach Using Native Language in Elementary School for LEP Students

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts Offering Specially Designed Content/Approach[a]			
	English language arts	Math	Science	Social studies
Extensive (61-100%)	12.5%	10.6	10.5	10.7
Significant (25-60%)	17.6%	13.8	13.3	14.0
Some (1-24%)	38.8%	22.7	21.4	23.2
None (0%)	42.8%	19.6	19.4	20.4

A district may provide all of the combination of services listed in the table, some of them, or none of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with elementary LEP students that provide the specific combination of services to at least one LEP student.

TABLE V-8

Specially Designed Content/Approach Using Native Language in Middle School for LEP Students

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts Offering Specially Designed Content/Approach[a]			
	English language arts	Math	Science	Social studies
Extensive (61-100%)	7.8%	6.8	6.6	6.7
Significant (25-60%)	14.7%	10.4	9.7	10.6
Some (1-24%)	36.7%	17.8	17.9	21.6
None (0%)	42.2%	19.1	18.3	22.9

A district may provide all of the combination of services listed in the table, some of them, or none of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with jr. high/middle school LEP students that provide the specific combination of services to at least one LEP student.

TABLE V-9

Specially Designed Content/Approach Using Native Language in High School for LEP Students

(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	Percentage of Districts Offering Specially Designed Content/Approach[a]			
	English language arts	Math	Science	Social studies
Extensive (61-100%)	7.5%	5.3	5.0	4.4
Significant (25-60%)	14.0%	8.5	7.5	8.5
Some (1-24%)	35.5%	19.1	17.1	21.1
None (0%)	40.4%	15.4	17.9	21.5

A district may provide all of the combination of services listed in the table, some of them, or none of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 707; this was 94.9% of those who responded the survey. The results are weighted to be nationally representative.

[a] The percentages represent the percentage of all school districts with high school LEP students that provide the specific combination of services to at least one LEP student.

TABLE V-10

Percentage of Schools Offering Services by Service Type

(School Mail Survey)

	Percentage of Schools by Grade Level[a]				
Service Type	**Elementary**	**Middle**	**High**	**Multi-level**	**All schools**
1.1	4.5%	6.1%	6.7%	4.4%	5.1%
1.2	1.1	1.6	3.1	0.5	1.4
2.1	1.0	1.2	0.0	3.3	1.0
2.2	5.5	4.9	3.9	12.1	5.6
2.3	1.3	1.5	1.4	3.0	1.5
3.1	3.1	0.8	1.0	0.2	2.2
3.2	1.5	3.7	0.9	3.8	1.9
3.3	51.4	35.2	38.7	30.5	45.4
4.1	2.0	1.0	1.0	2.9	1.7
4.2	1.6	1.9	3.3	6.0	2.2
4.3	10.0	11.6	12.2	10.2	10.6
5.1	0.2	0.2	0.4	0.2	0.2
5.2	1.4	1.0	1.8	0.4	1.3
5.3	4.9	4.1	3.6	2.3	4.4
6.1	5.3	9.5	9.3	1.5	6.4

(continued on next page)

TABLE V-10
(Continued)

	Percentage of Schools by Grade Level[a]				
Service Type	Elementary	Middle	High	Multi-level	All schools
6.2	0.9%	3.1%	2.5%	0.0%	1.4%
6.3	3.1	8.4	12.2	5.1	5.5
6.4	7.7	9.6	9.0	7.9	8.2
7.1	1.5	1.9	3.9	1.4	1.9
7.2	1.1	0.4	2.6	2.0	1.3
7.3	2.9	7.5	6.4	7.5	4.5
7.4	7.4	7.8	6.7	8.3	7.4
8.1	0.8	1.0	1.4	2.3	1.0
8.2	0.3	0.9	0.7	0.9	0.5
8.3	2.1	3.9	4.9	3.7	3.0
8.4	18.2	17.7	10.7	24.2	17.3
9.1	18.5	16.6	22.1	23.2	19.1
9.2	2.1	2.0	2.4	3.6	2.2

The number of respondents to the item was 1677; this was 91.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add to more than 100 percent.

TABLE V-11

Percentage of Students Receiving Services by Service Type

(School Mail Survey)

	Percentage of Students by Types of Schools				
Service Type	Elementary	Middle	High	Multi-level	All schools
1.1	0.7%	2.2%	3.3%	0.5%	1.3%
1.2	0.2	0.8	1.6	0.3	0.5
2.1	0.2	0.0	0.0	0.2	0.2
2.2	1.0	1.1	0.7	2.3	1.1
2.3	0.1	0.3	0.1	0.1	0.1
3.1	1.0	0.5	0.1	0.4	0.8
3.2	0.3	1.2	0.5	1.2	0.5
3.3	19.8	10.9	9.8	10.7	16.1
4.1	0.7	0.2	0.3	0.4	0.5
4.2	0.3	0.5	0.5	1.9	0.5
4.3	5.9	5.5	4.3	3.7	5.4
5.1	0.1	0.2	0.0	0.0	0.1
5.2	0.2	0.0	0.1	0.1	0.1
5.3	2.8	1.2	3.6	0.6	2.5
6.1	1.7	4.8	4.0	0.2	2.4

(continued on next page)

TABLE V-11
(Continued)

Service Type	Elementary	Middle	High	Multi-level	All schools
	Percentage of Students by Types of Schools				
6.2	0.3%	3.4%	1.9%	0.0%	0.9%
6.3	2.1	4.8	7.6	2.1	3.4
6.4	6.3	8.4	7.3	3.9	6.6
7.1	1.2	2.2	1.5	0.3	1.3
7.2	0.6	0.9	1.3	1.4	0.8
7.3	3.1	3.5	5.2	2.2	3.4
7.4	8.4	10.6	11.1	4.8	8.8
8.1	0.4	0.4	0.8	0.4	0.5
8.2	0.2	1.1	1.3	0.4	0.5
8.3	1.8	4.4	2.6	1.5	2.2
8.4	33.7	20.0	14.9	52.1	30.4
9.1	5.6	8.5	13.1	7.7	7.4
9.2	1.3	2.4	2.4	0.5	1.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-12

Percentage of Schools Offering Each Service Type

(School Mail Survey)

Service Type	Percentage of Schools by Number of LEP Students in School[a]					
	1-9	10-29	30-99	100-299	300+	All Schools
1	6.7%	9.4%	4.7%	5.4%	4.9%	6.5%
2	14.7	3.2	6.9	4.1	0.5	7.7
3	52.4	57.4	45.6	43.3	27.5	48.9
4	9.2	13.8	18.1	17.5	15.8	14.0
5	4.8	5.9	6.3	6.4	4.3	5.6
6	9.3	18.5	26.9	29.9	30.7	20.0
7	4.0	9.2	20.0	27.5	29.4	14.2
8	2.9	5.9	23.6	52.5	66.5	20.4
9	6.7%	19.3%	27.3%	31.4%	43.3%	20.5%

The number of respondents to this item was 1677; this was 100.0% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-13

Percentage of LEP Students Receiving Each Service Type

(School Mail Survey)

	Percentage of LEP Students by Number of LEP Students in School					
Service Type	1-9	10-29	30-99	100-299	300+	All Schools
1	4.2%	5.5%	1.5%	1.8%	1.4%	1.9%
2	13.1	0.9	2.9	1.2	0.3	1.3
3	50.0	47.8	27.8	16.9	7.8	17.4
4	8.2	9.1	9.4	7.1	4.1	6.4
5	4.1	4.2	3.2	3.2	1.9	2.8
6	8.7	13.0	16.8	14.0	11.3	13.3
7	4.1	6.5	13.9	14.7	15.9	14.4
8	4.0	4.5	16.9	33.5	46.2	33.7
9	3.4%	8.5%	7.7%	7.6%	11.1%	9.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item ranged from 1670 - 1677; this was 99.6 - 100.0% of those who responded to the survey.

TABLE V-14

Comparisons of Service Types

Variable	Service Type 1	2	3	4	5	6	7	8
Percentage of LEP students at entry with very little or no oral proficiency in English	1.8%	14.0%	23.2%	20.5%	56.7%	24.2	26.8	37.3%
Mean years which elementary school LEP students receive service	2.9 years	2.6 years	2.8 years	3.4 years	2.5 years	2.6 years	3.4 years	3.3 years
Percentage of LEP students receiving instruction by type of person in addition to main teacher(s):								
• Pullout teacher	26%	67%	55%	38%	45%	31%	36%	36%
• In-class resource teacher	35	22	21	13	15	23	18	33
• In-class aide	66	60	58	69	86	70	86	90
• Student peer or buddy	31	11	48	41	57	49	48	40
Hours per week of:								
• ESL/special English instruction	0.0 hours	1.3 hours	4.0 hours	4.0 hours	4.8 hours	7.3 hours	6.7 hours	5.3 hours
• Regular English language arts	7.2	7.6	5.5	4.1	5.8	3.5	4.0	2.5
• Native language arts	0.1	0.3	1.1	3.2	4.2	0.9	2.7	5.4
• Math	4.8	4.4	4.6	4.5	4.0	4.7	4.7	4.6
• Science	4.3	3.7	3.6	3.6	3.5	3.5	3.6	3.5
• Social studies	4.5	3.8	3.8	3.8	3.5	3.7	3.6	3.6

The number of responses to these items ranged from 1953 to 2357; this was 60.7 - 73.3% of those who responded to the survey.

TABLE V-15

Programs Providing Services to LEP Students

(District Mail Survey)

	Percentage of LEP Students by Number of LEP Students in District[a]					
Program or Type of Instructional Service	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Any LEP instructional service	93.7%	90.6%	89.3%	94.3%	93.2%	92.9%
Special instruction in English (ESL)	82.0	76.9	73.7	75.3	79.5	76.6
Language arts in native language	12.4	9.0	28.1	36.5	50.1	38.7
Services supported by Chapter 1	37.8	26.5	25.6	38.1	36.0	34.7
Services supported by Title VII	0.8	8.3	13.4	11.8	5.3	9.6
Special education	9.4	6.0	5.4	5.6	8.7	6.6
Gifted and talented services	1.2	1.8	2.2	1.5	1.5	1.6
Services supported by state LEP funds	26.0	43.4	64.5	75.1	77.8	72.7
Services supported by state compensatory programs	9.0%	16.6%	21.3%	29.4%	35.0%	29.3%
Total number of LEP students	16,101	80,757	411,534	992,757	812,930	2,314,079

The number of respondents to these items ranged from 586 - 739; this was 78.7 - 99.2% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-16

Programs Providing Services to LEP Students
(School Mail Survey)

Program or Type of Instructional Service	Percentage of LEP Students by Number of LEP Students in School[a]					
	1-9	10-29	30-99	100-299	300+	All Schools
Any LEP instructional service	87.8%	83.5%	85.4%	89.2%	88.9%	88.1%
Special instruction in English (ESL)	76.7	78.1	75.6	75.1	78.2	76.6
Language arts in native language	8.7	8.7	21.7	45.7	50.0	41.0
Services supported by Chapter I	66.8	20.9	21.8	35.0	41.0	35.1
Services supported by Title VII	6.9	5.7	8.8	13.1	13.0	11.9
Special education	4.4	6.2	5.4	4.0	3.8	4.3
Gifted and talented services	1.4	0.9	1.9	1.3	1.8	1.6
Services supported by state LEP funds	34.2	36.0	42.6	56.9	59.3	54.0
Services supported by state compensatory programs	5.3	9.3	12.5	23.5	27.1	22.1
Total Number of LEP Students	42,081	116,119	369,177	830,249	905,712	2,263,338

The number of respondents to these items ranged from 1216 - 1791; this was 66.3 - 97.6% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-17

Percentage of LEP Students in Various Types of Service Programs by Grade Level

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Service Programs	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Any LEP instructional service	90.6%	88.1%	80.0%	87.1%	88.1%
Special instruction in English (ESL)	78.9	75.4	70.7	73.7	76.6
Language arts in native language	48.9	20.0	17.4	60.9	41.0
Services supported by Chapter 1	41.0	29.5	17.5	36.5	35.1
Services supported by Title VII	10.6	15.4	14.4	10.7	11.9
Special education	4.0	5.1	3.7	5.9	4.3
Gifted and talented services	1.7	1.6	1.3	1.1	1.6
Services supported by state LEP funds	55.7	53.4	53.4	45.4	54.0
Services supported by state compensatory programs	25.4	16.6	16.2	18.6	22.1
Total Number of LEP Students	1,378,272	292,204	383,777	209,083	2,263,338

The number of respondents to the item ranged from 1216 to 1791; these were 66.3 - 97.6% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the number of LEP students may add up to more than the number of total LEP students in the U.S.

TABLE V-18

Similarity of Curriculum Used for LEP and Non-LEP Students

(School Mail Survey)

	Percentage of Schools by Grade Level				
Similarity of Curriculum	Elementary	Middle	High	Multi-level	Total
Objectives and materials are identical	28.4%	21.8%	25.0%	29.2%	26.9%
Objectives are the same, and materials are very similar	38.6	42.1	40.7	32.3	39.0
Objectives are the same, but the materials are different	25.9	24.0	23.6	34.3	25.8
Objectives and materials are different	7.1	12.1	10.7	4.1	8.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1327; this was 72.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-19

Similarity of Curriculum Used for LEP and Non-LEP Students
(School Mail Survey)

	Percentage of Schools by Number of LEP Students in School					
Similarity of Curriculum	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Objectives and materials are identical	37.6%	33.2%	17.2%	12.6%	15.2%	26.9%
Objectives are the same, materials are very similar	37.9	37.6	36.7	48.5	35.8	39.0
Objectives are the same, materials are different	17.8	18.8	36.2	31.7	44.0	25.8
Objectives and materials are different	6.8	10.4	9.9	7.2	5.1	8.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1327; this was 72.3% of those who responded to the survey.

TABLE V-20

Percentage of Teachers Whose LEP Students Were Also Taught by Other Teachers

(Teacher Mail Survey)

Grade Level of Teachers	Percentage of Teachers
Elementary	87.3%
Middle	96.1
High	94.8
Multi-level	100.0
All teachers	91.2%

The number of respondents to the item was 940; this was 99.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-21

Types of Coordination Between Teachers of LEP Students and Other Teachers in Most Recent Week of Instruction

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Type Of Coordination	Elementary	Middle	High	Multi-level	All teachers
I spoke with other teacher(s) regarding the content of their instruction	76.6%	57.0%	40.4%	34.5%	62.4%
Other teachers who teach my students were aware of the instructional content/approach I used during the week in my classes	71.7	48.3	28.9	46.1	56.0
I knew the instructional content/approach other teachers used with my students during the week	57.3	38.8	15.9	33.2	43.0
I made changes in my instruction based on what other teachers told me about the work of my students in their classes	36.2	20.9	12.3	37.0	27.7
Other teachers changed/adjusted their instruction based on what I told them about their students' work in my classes	43.6	14.6	8.4	18.9	28.5

A teacher may participate in all of the activities listed in the table, some of them, or just one of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 899; this was 94.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-22

Relevance of Curriculum Materials to LEP Students' Cultural Experience or Background

(School Mail Survey)

	Percentage of Schools by Grade Level				
Relevance of Materials	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Not at all	9.8%	8.7%	10.3%	14.4%	10.0%
To a limited extent	48.2	48.2	49.3	40.0	47.8
To a moderate extent	29.7	35.7	32.4	29.7	31.0
To a great extent	12.4	7.5	8.1	15.9	11.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 1480; this was 80.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-23

Total Cost Per Student Per Year for Education

(District Mail Survey)

	Percentage of Districts	
Total Cost	**All students**	**LEP students**
$2,999 and less	12.0%	9.7%
$3,000 - 3,499	13.0	9.9
$3,500 - 3,999	19.6	12.7
$4,000 - 4,499	13.3	14.9
$4,500 - 4,999	7.5	9.3
$5,000 - 5,999	14.5	13.8
$6,000 - 6,999	8.4	10.4
$7,000 - 7,999	3.5	6.3
$8,000 - 8,999	3.6	2.4
$9,000 and more	4.6	10.7
Median total cost	$4,127	$4,500

The number of respondents to these items ranged from 550 to 582; these were 73.8 - 78.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-24

Mean Cost Per Student Per Year For Educating All Students and LEP Students

(District Mail Survey)

	Mean Cost by Number of LEP Students in District					
Type of Student	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
All students	4,771	5,006	4,497	3,904	3,929	4,712
LEP students	5,448	5,496	5,210	4,366	4,271	5,320

The number of respondents to these items ranged from 550 - 582; this was 73.8 - 78.1% of those who responded to the survey.

TABLE V-25

Focus of Instruction (Academic/Vocational) for Secondary Students
(School Mail Survey)

Percentage Distribution of LEP Students	Percentage of Secondary Schools
Primarily academic focus	
91% and more	43.3%
51 - 90%	17.9
31 - 50%	3.8
11 - 30%	5.4
1 - 10%	0.9
0%	28.9
Total	100.0%
Primarily vocational focus	
91% and more	1.3%
51 - 90%	1.0
31 - 50%	3.6
11 - 30%	9.9
1 - 10%	7.7
0%	76.4
Total	100.0%
Integrated focus on vocational and academic education	
91% and more	51.1%
51 - 90%	3.9
31 - 50%	5.5
11 - 30%	6.6
1 - 10%	6.2
0%	51.1
Total	100.0%

The number of respondents to the item was 820; this was 44.7% of those who responded the survey. The results are weighted to be nationally representative.

TABLE V-26

Perceived Strengths of Instructional Services for LEP Students

(District Telephone Interview)

Strengths	Percentage of Districts[a]
LEP staff: dedicated, trained, qualified, certified, sensitive, bilingual	66.5%
Mainstream staff: dedicated, trained, qualified, certified, sensitive, bilingual	45.5
Small class size; one-to-one/individualized instruction	35.2
Communication/interaction between LEP and non-LEP staff and students	13.6
Curriculum offering instruction in native language and/or English	10.2
Administrative support from school district	9.7
Community and parental support, volunteers	9.1
Bilingual materials; improved technology	8.0
Student motivation	1.8
Assessment/evaluation	1.1
Funding	0.4
Other	4.8

The number of respondents to this item was 97; this was 98.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-27

Perceived Weaknesses of Instructional Services for LEP Students

(District Telephone Interview)

Weaknesses	Percentage of Districts[a]
Curriculum: small number of hours of LEP services, no native language support	24.5%
LEP staff training, i.e. need for second language, ESL techniques, bicultural certification, less turnover	24.4
Funding/money	15.1
Mainstream staff training, i.e., need for second language, ESL techniques, bicultural, certification, turnover	10.3
Coordination: staff schedules, LEP services and mainstream/academic classes & schedules	9.0
Materials and other resources - out-of-date books, no books in native language, few/no computers	8.5
Class size - large, multi-level	7.8
Low student motivation, and other related problems (family, work, native language literacy, disrupted educational background)	6.6
Lack of administrative support from school district	4.5
Location: teacher travels from school to school; physical location of LEP classrooms	2.9
No weaknesses	2.6
Other	26.3

The number of respondents to this item was 97; this was 98.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-28

Changes Desired by District for Instructional Services for LEP Students
(District Telephone Interview)

Desired Changes	Percentage of Districts[a]
Evaluations/assessment	40.2%
LEP staff: second language ability; ESL techniques; bicultural; experience with LEP social problems; reduced turnover; more aides	20.0
Mainstream staff: second language ability; ESL techniques; bicultural; experience with LEP social problems; reduced turnover; more aides	15.7
Location: more integration of LEP students in regular classrooms	12.3
Funding/money	9.0
Community: parental support, communication	8.5
Evaluations/assessment	4.8
Materials/resources	3.9
Class size: smaller, single level, individualized instruction	1.6
No changes	11.6
Other	11.5

The number of respondents to this item was 96; this was 97.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-29

Needs Being Met By School LEP Programs

(School Telephone Interview)

Needs	Percentage of Schools[a]
English language proficiency	62.2%
Academic/educational needs	37.5
Social needs, integration	24.5
Psychological needs	13.8
Native language instruction/support	12.3
Translation program for students	6.0
Individual instruction/assistance	5.3
Own/other cultural awareness	5.1
American cultural awareness	3.6
Provide special services/counseling	3.1
Bilingual staff	2.5
Other	12.4

The number of respondents to the item was 244; this was 92.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-30

Needs Not Being Met By School LEP Programs

(School Telephone Interview)

Needs	Percentage of Schools[a]
Academic work: English, other content areas, electives	21.2%
Instruction in native language, culture	20.1
Not enough time in service (ESL, homeroom)	14.0
Social needs (integration)	11.6
Bilingual teachers and counselors	8.9
Parent contact and involvement	8.5
Psychological/emotional needs	5.8
Materials	4.5
Smaller classes, individual instruction	3.0
Instruction in US culture	1.1
Other	17.0
None	8.7

The number of respondents to the item was 218; this was 82.9% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-31

Perceived Strengths of the Instructional Services For LEP Students

(School Telephone Interview)

Strengths	Percentage of Schools[a]
LEP staff: dedicated, trained, qualified, certified, sensitive, bilingual	42.4%
Small class size, one-to-one instruction, individual attention	28.7
Mainstream staff: dedicated, trained, qualified, certified, sensitive, bilingual	25.2
Curriculum - instruction in native language and/or ESL, flexible class offerings, schedules	21.3
Communication/interaction between LEP and non-LEP staff and students	14.7
Bilingual materials, improved technology	8.8
Community and parental support, volunteers	6.6
Administrative support from school district	6.1
Assessment/evaluation	1.1
Funding, money	0.1
Student motivation	0.1
Other	15.7

The number of respondents to the item was 242; this was 92.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-32

Perceived Weaknesses of the Instructional Services for LEP Students

(School Telephone Interview)

Weaknesses	Percentage of Schools[a]
LEP staff: limited number, need more primary language training, ESL techniques, need to be bicultural and certified	27.8%
Curriculum: number of hours of LEP service, no/limited primary language support, type of LEP service, mainstream options	23.7
Mainstream staff: training, need for a second language, ESL techniques, need to be bicultural and certified	14.7
Classes - large, multi-level	12.4
Materials and other resources: outdated, no books in native language, few/no computers	9.8
Location: ESL teacher travels from school to school, physical location of classrooms, size of space available	8.7
Coordination: staff schedules, LEP services and mainstream/academic classes, academic schedules	4.8
Funding/money	4.6
Lack of administrative support	1.3
Low student motivation, and other related problems (family, work, native language literacy, disruptive educational background)	0.7
Other	26.8
No weaknesses	5.3

The number of respondents to the item was 242; this was 92.0% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-33

Ideas for Further Capitalizing on the Strengths of Services Provided to LEP Students

(School Telephone Interview)

Description of Ideas	Percentage of Schools[a]
Mainstream staff: number of, need for more aides, training, acquisition of another language, ESL techniques, need to be bicultural, experience with LEP social problems	24.3%
Program options: change in type, structure of service, more extra-curricular options	23.6
LEP staff: need for more teachers and aides, staff training, knowledge of another language, ESL techniques, need to be bicultural, experience with LEP social problems	19.0
Communication between mainstream and LEP teachers/staff	16.4
Community: parental support, communication	13.3
Class size: smaller, single level, individual attention	4.0
Materials/resources	3.9
Location: closer proximity to non-LEP classrooms, more integration of LEP students	3.2
Funding/money	2.9
Evaluation, assessment, monitoring	0.8
Other	13.3
No changes	9.9

The number of respondents to the item was 197; this was 74.9% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-34

Ideas for Correcting Weaknesses in Services Provided to LEP Students

(School Telephone Interview)

Description of Ideas	Percentage of Schools[a]
LEP staff: need for more teachers and aides, staff training, knowledge of another language, ESL techniques, need to be bicultural, experience with LEP social problems	32.3%
Mainstream staff: need for more teachers and aides, staff training, acquisition of another language, ESL techniques, need to be bicultural, experience with LEP social problems	31.6
Program options: change in type, structure of service, more extra-curricular options	29.3
Funding/money	17.0
Class size: smaller, single level, individual attention	12.9
Materials/resources	5.6
Communication between mainstream and LEP teachers/staff	4.1
Community: parental support, communication	4.0
Location: closer proximity to non-LEP classrooms, more integration of LEP students	2.9
Evaluation, assessment, monitoring	2.2
Other	4.2
No changes	1.1

The number of respondents to the item was 226; this was 77.1% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

VI. INSTRUCTIONAL STAFF

This chapter presents findings concerning the instructional staff who provide services to LEP students.

A. Number of Staff Serving LEP Students

The primary source of information regarding instructional staff was a Teacher Mail Questionnaire distributed to a sample of teachers in 300 schools. To insure equal representation of grade levels, specific grades were targeted at each of the schools, and teachers who taught at least three LEP students at that grade level were asked to respond to the survey. The total number of teachers who responded to the survey was 949. Individual Teacher Mail Questionnaires were assigned weights based on the school selection probability, school participation rate, teacher selection probability within the school, and response rate within the school. The total number of teachers who taught at least three LEP students at a specific grade level, as projected from the Teacher Mail Questionnaire, was 305,186.

According to the School Mail Questionnaire data, the total number of teachers serving at least one LEP students was 364,485 (see Table VI-1). In addition, there were 67,795 instructional aides who served at least some LEP students. Across all grade levels, 66 percent of teachers serving LEP students were main classroom teachers serving some LEP students, and 18 percent were main classroom teachers serving primarily LEP students.

B. Demographic Characteristics of Teachers Serving LEP Students

Based on projections from the Teacher Mail Questionnaire, 93 percent of all teachers of LEP students were white (see Table VI-2). Table VI-3 shows that 18 percent of all teachers were Hispanic, with high schools least likely to have Hispanic teachers. Table VI-4 shows the date of birth of teachers of LEP students. As Table VI-5 illustrates, 20 percent of the teachers of LEP students were 30 years of age or younger, while 19 percent were 51 or older. Table VI-6 shows that the mean age for all teachers was 42 years, with high school teachers being the oldest with a mean age of 44.

C. Teaching Experience of Teachers Serving LEP Students

Almost 30 percent of all teachers of LEP students had taught in public and/or private schools at the elementary or secondary level for four or less years (see Table VI-7). As shown in Table VI-8, the mean number of years taught was 11.6. High school teachers had taught longer than teachers at other grade levels, with a mean of 14.7 years. Table VI-9 shows the amount of experience in teaching LEP students. Approximately 43 percent of teachers of LEP students had between four or less years of such experience. The mean number of years teaching LEP students was 7.3, with middle school teachers having the highest mean with 8.4 years (see Table VI-10).

D. Degree Levels and Coursework of Teachers Serving LEP Students

As shown in Table VI-11, approximately 54 percent of all teachers of LEP students had Bachelor's degrees as their highest degree, and almost 45 percent held Master's degrees as the highest degree. High school teachers were more likely to have Master's degrees. Table VI-12 indicates that the majority of teachers had taken no graduate mathematics or science classes. Table VI-13 shows the mean number of undergraduate and graduate math and science classes. Middle school teachers took more undergraduate mathematics courses than teachers at other grade levels.

E. Language Capabilities of Staff Serving LEP Students

According to the School Mail Questionnaire, 59 percent of main classroom teachers serving primarily LEP students were fluent in the native language of the student (see Table VI-14). Thirteen percent of main classroom teachers serving some LEP students spoke the native language of the student. As shown in Table VI-15, teachers and aides in schools with greater numbers LEP students were also more likely to speak the native languages of their LEP students.

According to data from the Teacher Mail Questionnaire, 42 percent of all teachers shared a non-English language with their LEP students (see Table VI-16). Table VI-17 indicates that Spanish was spoken by 40 percent of the teachers, and 7 percent shared a language besides Spanish with their LEP student. Table VI-18 indicates that, overall, the Spanish language proficiency level of teachers was slightly higher than proficiency in other languages. Elementary teachers were more proficient in both Spanish and other languages than teachers in other grade levels.

F. Certification of Staff Serving LEP Students

Table VI-19 shows that 61 percent of all main classroom teachers serving primarily LEP students had LEP certification, and 66 percent of English as a Second Language teachers did as well. Table VI-20 shows the percentage of staff members with LEP certification by the number of LEP students in the school. Teachers and aides in schools with large numbers of LEP students were much more likely to have such certification.

Table VI-21 shows the certifications held by teachers of LEP students, as reported on the Teacher Mail Questionnaire. Elementary and secondary level certificates were those most frequently held. Ten percent held bilingual certificates, and eight percent held ESL certificates. As shown in Table VI-22, elementary teachers were those most likely to hold bilingual or ESL certificates.

G. Teaching Responsibilities of Teachers Serving LEP Students

1. Instructional settings

Table VI-23 shows elementary teachers primarily taught in a main/self-contained class as their primary instructional setting, and middle school and high school teachers primarily taught in separate content area classes.

2. Primary area of responsibility

Regular curriculum instruction, not special services for LEP students, was the primary responsibility of 69 percent of all teachers of LEP students (see Table VI-24). Twenty percent provided special instruction for LEP students as a primary teaching responsibility.

3. Number of students (LEP and other) taught

Table VI-25 shows the number of students taught in a typical week. The mean number of individual students taught was 64, with middle and high school teachers teaching more than elementary school teachers (see Table VI-26). Across all grade levels, 27 percent of teachers taught between one and five percent LEP students (see Table VI-27). Table VI-28 shows the mean percentages of students taught who were monolingual English speaking students, not LEP but bilingual, and limited English proficient. Teachers in elementary grades had the highest percentages of LEP students. As shown in Table VI-29, an average of 63 percent of the limited English proficient students taught by all teachers had limited oral proficiency in English, i.e., they had some difficulty in using English to function in the classroom, while 37 percent had very limited or no oral proficiency in English.

4. Grade levels taught

Across all grade levels, teachers taught a mean number of 2.6 grades with one or more LEP students in them (see Table VI-30). Teachers who taught in elementary and middle schools taught a mean of two grades, while teachers at high schools taught a mean of three grades.

5. Subject areas taught

Table VI-31 shows the subject areas taught to LEP students by teachers. Elementary teachers taught a variety of different subjects, while middle school and high school teachers tended to specialize.

6. Hours per student

Table VI-32 shows the amount of time per week that a typical LEP student was reported to spend with an individual teacher, including class time and one-on-one instruction. As shown in Table VI-33, the mean number of hours a typical LEP student spent with each teacher was 10.6, while elementary students spent the most hours with each teacher, 14.5 per week.

H. Approaches Used by Teachers of LEP Students

1. Use of the native language of LEP students

Table VI-34 shows that 51 percent of teachers or their aides used at least some of the native languages of LEP students in instruction. The average amount of instruction in the native language was 16 percent (see Table VI-35). Elementary school teachers provided more instruction in the native language than teachers at the middle and high school levels.

2. Adaptation of English for LEP students

Table VI-36 shows that 31 percent of teachers indicated that the English they used in instructing LEP students was the same as that used for native English speakers of the same age and grade. Sixty-nine percent of teachers (or their aides) instructing LEP students adapted the English they used in instruction at least to some extent. Elementary school teachers were more likely to adapt their English than other teachers.

3. Use of classroom aides

The percentage of teachers who reported having an aide in the classroom with LEP students is shown in Table VI-37. Aides were more likely to be found in elementary classrooms (49 percent of classrooms) than in middle or high school classrooms (16 percent). The three most prevalent activities of aides were instructing student(s) in academic work, monitoring and keeping students on task, and helping with non-instructional tasks such as record keeping and assembling materials (see Table VI-38).

4. Student involvement techniques/ amount of student speech

Table VI-39 shows the percentages of teachers by grade level who use various student involvement activities. Across all grade levels, teachers used hands-on activities most often. Elementary teachers used student-student discussions in small groups or pairs much more often than did other teachers. Table VI-40 shows the percentages of classroom communication of various types. The teacher or aide talking to the LEP students was the most prevalent mode of communication in the classroom across all grade levels.

I. Training Provided to Staff Serving LEP Students

1. Types of training offered

Table VI-41 presents data from the District Mail Questionnaire on staff development training offered by districts. Eighty percent of districts offered inservice training to teachers of LEP students, and 57 percent offered such training to aides. Thirty-two percent of districts supported college training for teachers and 16 percent supported college training for classroom aides. Districts with greater numbers of LEP students were much more likely to offer both inservice training and college courses to teachers and aides.

As shown in Table VI-42, 84 percent of schools reported inservice training was available for teachers of LEP students and 76 percent of schools reported such training was available for aides. Forty-one percent of schools reported that support for college courses was available for teachers, and 17 percent reported that college courses were available for aides. Table VI-43 shows the same data by number of LEP students in the school. Schools with larger numbers of LEP students were much more likely to offer training.

2. Number of staff receiving training

Table VI-44 shows the number of teachers and aides per district who had received inservice training or district-supported college or university coursework. Table VI-45 contains the equivalent data from the school survey. Only 19 percent of schools offered inservice training to 11 or more teachers, and only 5 percent offered inservice training to 11 or more aides last year. Table VI-46 shows that the average school offered inservice training to 7 teachers and 3 aides, and supported college training for one teacher and less than one aide. Fewer middle school teachers on average received inservice training than teachers in other grade levels.

3. Amount of training received by staff

Table VI-47 shows the number of hours of inservice training that the typical teacher and aide who worked with LEP students had in the past school year (as reported by districts). Thirty-nine percent of districts offered eleven or more hours to teachers, and 23 percent offered eleven or more hours to aides. Table VI-48 shows the mean hours of inservice training by the number of LEP students in the district. Districts with large numbers of LEP students provided more training to teachers and aides.

A composite variable was created based on the average number of inservice hours for teachers and aides as reported at the district level. Factors related to this composite variable were examined using multiple regression techniques. The mean hours of inservice training was the dependent variable, and seven district-level variables were tested as predictors: (1) the number of total students in the district; (2) the number of LEP students in the district; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the per student year costs for LEP students; and (7) the cost differential in per student year costs between LEP students and all students.

The final prediction equation had an adjusted R square value of .074 ($F = 18.1$, $p < .001$), and included just two predictors: (1) the percentage of LEP students supported by Title VII funds (beta = .246); and (2) the percentage of LEP students supported by special state LEP funds (beta = .124). Thus, at the district level, the presence of special federal and state funds for LEP services appeared to predict the amount of training provided to teachers and aides.

Comparable data from the School Mail Questionnaire are shown in Table VI-49. Forty-three percent of schools reported offering eleven or more hours of inservice training to teachers, and 23 percent reported offering eleven or more hours of training to aides. Table VI-50 shows the mean and median number of hours of inservice training received by teachers and aides. Teachers received a mean of 14.8 hours of inservice training, and aides received a mean of 8.1 hours. Table VI-51 shows the mean number of inservice training by number of

LEP students in the school. Teachers and aides in schools with greater numbers of LEP students received more inservice training.

Factors influencing the number of hours of inservice training for teachers and aides reported at the school level were also examined. Using multiple regression techniques, with the mean number of hours of training as the dependent variable, nine variables were tested as predictors. The predictor variables were (1) the number of LEP students in the school; (2) the percentage of LEP students of the total school enrollment; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the percentage of LEP students born in the U.S.; (7) the percentage of LEP students with limited oral proficiency in their native language; (8) the percentage of teachers teaching LEP students who were fluent in a native language of their students; and (9) the percentage of teachers teaching LEP students who had some form of LEP certification.

The final prediction equation had an adjusted R square value of .092 ($F = 13.8$, $p < .001$), and included five predictors: (1) the percentage of all students in the school who were LEP (beta = .207); (2) the percentage of LEP students supported by Title VII funds (beta = .146); (3) the percentage of LEP students with limited oral proficiency in their native languages (beta = .092); (4) the percentage of LEP students supported by special state LEP funds (beta = -.080); (5) the percentage of teachers with native language proficiency (beta = .078). At the school level, concentrations of LEP students and special federal funds for LEP services were the strongest predictors of the amount of inservice training provided to teachers and aides.

Table VI-52 shows data from the Teacher Mail Questionnaire concerning the percentage of teachers who had taken college or university courses or received recent preservice/inservice training (in the past five years) related to the teaching of LEP students. Elementary school teachers were those most likely to have taken college or university courses or received recent preservice/inservice training specifically related to the training of LEP students. Table VI-53 lists the college or university courses that were most frequently taken by teachers. Across all grade levels, the courses most frequently taken involved awareness of cultural differences and implications for instruction of LEP students, language acquisition theory and its implications for instruction of LEP students, and teaching English to LEP students. As shown in Table VI-54, more than half of all teachers had completed preservice/inservice training in the past five years in the areas of effective practices in instructing LEP students, awareness of cultural differences and implications for instruction of LEP students, and teaching English to LEP students.

J. Difficulty in Hiring Qualified Staff

Respondents at both the district and school levels were asked about the difficulty in hiring qualified staff of various types. Results from the District Mail Questionnaire indicated that more than half of the districts that had tried to hire qualified staff during the past school year had "a lot" of difficulty recruiting bilingual teachers of both Spanish and other languages (see Table VI-55). District respondents also reported some difficulty in finding bilingual administrators and non-Spanish bilingual aides.

Table VI-56 contains equivalent data from the School Mail Questionnaire. The results were generally similar, except that school respondents reported somewhat less difficulty in recruiting Spanish bilingual teachers.

Table VI-57 shows the school data broken down by grade level of school. There were few major differences by grade level. At all grade levels, schools had the most difficulty in recruiting bilingual teachers and aides from non-Spanish backgrounds.

K. Retention and Absentee Rates for Teachers of LEP Students

Results from the School Mail Questionnaire indicate that turnover rates in schools for teachers of primarily LEP students were more variable than for teachers of primarily non-LEP students (see Table VI-58). A majority of schools had no turnover of teachers of primarily LEP students. However eight percent of schools reported a turnover rate of greater than 30 percent. Table VI-59 shows that teachers of primarily LEP students were much more likely to have a "perfect" attendance record than teachers of primarily non-LEP students. Table VI-60 indicates that, overall, turnover rates for teachers of primarily LEP students were slightly higher than for teachers of primarily non-LEP students, and absenteeism rates were higher for teachers of primarily non-LEP students than for teachers of primarily LEP students. In general, middle school teachers had higher rates for both turnover and absenteeism than teachers at other levels.

TABLE VI-1

Number of Staff Members Serving LEP Students

(School Mail Survey)

Categories	Elementary	Middle	High	Multi-level	Total
	Staff Members By Grade Level				
• Number of Teachers	180,734	64,179	89,314	30,259	364,485
Main classroom teachers serving primarily LEP students	21.5%	10.9%	14.3%	21.8%	17.9%
Main classroom teachers serving some LEP students	60.6	71.6	73.3	60.3	65.7
Single or multiple-period or pull-out English as a Second Language teachers	8.2	6.3	5.4	5.7	7.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving primarily LEP students	1.9	2.1	1.7	2.9	2.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving some LEP students	7.8	9.1	5.2	9.2	7.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%
• Number of Instructional Aides	47,707	6,775	6,247	7,066	67,795
Instructional aides primarily serving LEP students	49.2%	59.0%	63.1%	54.2%	52.0%
Instructional aides serving some LEP students	50.8	41.0	36.9	45.8	48.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item ranged from 1167 to 1319; these were 63.6 - 71.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-2

Race of Teachers

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Race	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
White	91.8%	92.8%	96.2%	94.4%	93.1%
Black	5.9	4.7	0.9	0.0	4.3
American Indian, Eskimo, or Aleut	0.7	0.1	0.2	5.6	0.7
Asian or Pacific Islander	1.7	2.3	2.6	0.0	1.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 907; this was 95.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-3

Percentage of Teachers Who are Hispanic by Grade Level

(Teacher Mail Survey)

Grade Level of Teachers	Percentage
Elementary	20.8%
Middle	19.4
High	9.2
Multi-level	11.0
All teachers	17.6%

The number of respondents to the item was 939; this was 98.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-4

Year of Birth of Teacher
(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Year of Birth	Elementary	Middle	High	Multi-level	All teachers
1970 - 1962	21.9%	24.5%	11.8%	22.6%	20.3%
1961 - 1952	33.4	21.6	32.0	35.3	30.9
1951 - 1942	28.7	36.3	30.1	14.8	29.9
1941 - 1932	13.5	14.9	24.7	15.8	16.3
1931 - 1922	2.5	2.7	1.4	11.4	2.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 894; this was 94.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-5

Age of Teachers
(Teacher Mail Survey)

Age	Percentage
30 and under	20.3%
31 - 40	30.9
41 - 50	29.9
51 - 60	16.3
60 and over	2.7
Total	100.0%

The number of respondents to the item was 894; this was 94.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-6

Mean Age of Teachers By Grade Level
(Teacher Mail Survey)

Teachers By Grade Level	Mean Age
Elementary	40.8
Middle	41.9
High	43.7
Multi-level	42.8
All Teachers	41.8

The number of respondents to the item was 894; this was 94.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-7

Number of Years Teacher Has Been Employed as a Teacher in Public and/or Private Schools at the Elementary or Secondary Level

(Teacher Mail Survey)

Number of Years	Percentage
1 - 2	11.4%
3 - 4	17.4
5 - 7	13.5
8 - 10	12.8
11 - 15	12.4
16 - 20	13.3
21 - 25	11.8
26 and more	7.5
Total	100.0%

The number of respondents to the item was 937; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-8

Mean Number of Years Teacher Has Been Employed as a Teacher in Public and/or Private Schools at the Elementary or Secondary Level

(Teacher Mail Survey)

Grade Level of Teachers	Mean Number of Years
Elementary	10.2
Middle	12.2
High	14.7
Multi-level	10.5
All teachers	11.6

The number of respondents to the item was 937; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-9

Number of Years of Experience Teacher has in Teaching LEP Students

(Teacher Mail Survey)

Number of Years	Percentage
2 and less	21.5%
3 - 4	21.2
5 - 6	14.2
7 - 10	20.7
11 - 15	10.8
16 and more	11.6
Total	100.0%

The number of respondents to the item was 924; this was 97.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-10

Mean Number of Years of Experience Teacher has in Teaching LEP Students

(Teacher Mail Survey)

Grade Level of Teachers	Mean Number of Years
Elementary	7.1
Middle	8.4
High	6.9
Multi-level	6.9
All teachers	7.3

The number of respondents to the item was 924; this was 97.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-11

Highest Degree Earned by Teachers

(Teacher Mail Survey)

	Percentage of Teachers By Grade Level				
Degree Earned	Elementary	Middle	High	Multi-level	All teachers
Associate's degree	0.3%	0.0%	0.0%	0.5%	0.2%
Bachelor's degree	56.6	62.7	35.6	86.6	54.5
Master's degree	43.0	35.8	64.0	12.9	44.9
Doctoral degree	0.0	1.5	0.4	0.0	0.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 938; this was 98.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-12

Percentage of Teachers Who Have Taken Undergraduate and Graduate Mathematics and Science Courses

(Teacher Mail Survey)

	Percentage of Teachers by Type of Course			
Number of Courses	Under-graduate math	Under-graduate science	Graduate math	Graduate science
0	11.2%	12.7%	68.2%	77.1%
1	7.0	3.8	14.3	5.1
2	24.7	19.5	8.0	5.7
3	20.8	16.9	4.4	4.1
4	15.0	15.6	2.5	1.9
5 - 10	16.6	26.2	2.0	5.3
11 and more	4.8	5.2	0.7	0.7
Total	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item ranged from 873 - 890; this was 92.0 - 93.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-13

Mean Number of Undergraduate and/or Graduate Mathematics and/or Science Courses Taken by Teachers by Grade Level

(Teacher Mail Survey)

	Mean Number of Courses by Grade Level				
Type of Course	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Undergraduate mathematics	3.2	7.7	3.5	2.8	4.1
Undergraduate science	3.5	4.8	5.0	4.5	4.1
Graduate mathematics	1.0	0.6	0.4	0.2	0.8
Graduate science	0.8	0.9	0.9	0.2	0.8

The number of respondents to the item ranged from 873 - 890; this was 92.0 - 93.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-14

Percentage of Staff Members Fluent in Native Language

(School Mail Survey)

	Mean Percentage of Staff Members Fluent in Native Language By Grade Level				
Staff Members	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom teachers serving primarily LEP students	58.8%	63.3%	55.2%	61.6%	59.1%
Main classroom teachers serving some LEP students	10.8	14.8	17.6	20.5	12.9
Single or multiple-period or pull-out English as a Second Language teachers	38.7	46.6	51.1	44.6	42.5
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving primarily LEP students	58.4	41.3	53.4	63.7	56.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving some LEP students	12.1	17.4	13.3	24.4	13.9
Instructional aides primarily serving LEP students	77.6	78.8	77.1	82.4	78.1
Instructional aides serving some LEP students	37.6	55.4	51.5	53.3	42.1

The number of respondents to the item ranged from 936 to 1153; these were 51.0 - 62.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-15

Percentage of Staff Members Fluent in Native Language

(School Mail Survey)

Staff Members	Mean Percentage of Staff Members by Number of LEP Students in School					
	1-9	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Main classroom teachers serving primarily LEP students	23.8%	47.0%	53.2%	69.5%	70.5%	59.1%
Main classroom teachers serving some LEP students	7.8	7.1	17.6	19.5	23.4	12.9
Single or multiple-period, or pull-out ESL teachers	26.2	38.0	51.0	54.5	64.0	42.4
Other single or multiple-period, or pull-out teachers serving primarily LEP students	32.9	57.1	53.0	66.4	65.6	56.0
Other single or multiple-period, or pull-out teachers serving some LEP students	10.5	6.8	16.0	17.3	34.1	13.9
Instructional aides primarily serving LEP students	58.2	74.3	76.8	88.0	94.6	78.1
Instructional aides serving some LEP students	32.8	39.0	38.6	52.9	52.6	42.1

The number of respondents to these items ranged from 936 - 1153; this was 51.0 - 62.8% of those who responded to the survey.

TABLE VI-16

Percentage of Teachers Who Share a Non-English Language with Their LEP Students

(Teacher Mail Survey)

Grade Level of Teachers	Percentage of Teachers
Elementary	45.8%
Middle	47.9
High	25.5
Multi-level	45.8
All teachers	41.9%

The number of respondents to the item was 941; this was 99.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-17

Percentage of Teachers Who Share a Non-English Language with Their LEP Students by Grade Level

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Language	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Spanish	43.3%	45.1	24.5	41.3	39.5%
Other	6.3%	9.3	7.4	11.4	7.3%

The number of respondents to the item was 941; this was 99.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-18

Mean of Language Proficiency Level[1] of Teachers Who Share a Non-English Language with Their LEP Students by Grade Level

(Teacher Mail Survey)

	Mean of Teachers by Grade Level				
Proficiency Level	Elementary	Middle	High	Multi-level	All teachers
Spanish	3.7	3.3	3.2	2.5	3.5
Other	3.4	2.9	3.3	2.7	3.2

The number of respondents to the item was 415; this was 43.7% of those who responded to the survey. The results are weighted to be nationally representative.

[1] Scale: 1=some familiarity with words, phrases; 2=conversational ability only; 3=conversational ability, some reading and writing ability; 4=native/fluent speaker, no reading and writing ability; 5=native/fluent speaker, reading and writing ability.

TABLE VI-19

Percentage of Staff Members With LEP Certification

(School Mail Survey)

	Mean Percentage of Staff With LEP Certification By Grade Level				
Staff Members	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom teachers serving primarily LEP students	56.7%	58.9%	73.7%	65.7%	60.5%
Main classroom teachers serving some LEP students	9.4	7.6	3.7	13.2	8.6
Single or multiple-period or pull-out English as a Second Language teachers	59.6	77.9	71.3	78.1	66.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving primarily LEP students	53.9	29.7	46.6	67.4	51.2
Other single or multiple-period class or pull-out teachers (e.g., Chapter I, other) serving some LEP students	14.7	10.3	3.2	15.2	13.1
Instructional aides primarily serving LEP students	11.4	17.0	11.2	9.1	12.0
Instructional aides serving some LEP students	8.1	7.2	4.4	7.9	7.6

The number of respondents to the item ranged from 881 to 1095; these were 48.0 - 59.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-20

Percentage of Staff Members With LEP Certification

(School Mail Survey)

	Mean Percentage of Staff Members by Number of LEP Students in School					
Staff Members	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Main classroom teachers serving primarily LEP students	11.8%	60.0%	52.4%	79.7%	61.3%	60.5%
Main classroom teachers serving some LEP students	1.0	5.3	8.8	23.4	17.4	8.6
Single or multiple-period, or pull-out ESL teachers	57.2	55.2	74.6	75.5	81.2	65.9
Other single or multiple-period, or pull-out teachers serving primarily LEP students	22.4	47.6	43.1	64.6	70.2	51.1
Other single or multiple-period, or pull-out teachers serving some LEP students	11.8	6.6	9.4	20.2	35.4	13.1
Instructional aides primarily serving LEP students	6.1	7.5	8.8	23.1	14.7	12.0
Instructional aides serving some LEP students	0.5	1.4	1.6	31.0	11.7	7.6

The number of respondents to these items ranged from 881 - 1095; this was 48.0 - 59.7% of those who responded to the survey.

TABLE VI-21

Percentage of Teachers Who Hold Credentials or Certifications for Teaching

(Teacher Mail Survey)

	Percentage of Teachers by Type of Certification[a]			
Subject Area	**Regular certification**	**Probationary /temporary certification**	**None**	**Total**
Early childhood	12.9%	0.1	87.0	100.0%
Elementary	57.8%	3.9	38.3	100.0%
Secondary	39.7%	1.1	59.2	100.0%
Áll levels	8.6%	0.1	91.3	100.0%
Foreign language	8.0%	1.4	90.6	100.0%
Bilingual	10.2%	3.0	86.8	100.0%
ESL	8.5%	3.8	87.7	100.0%
Mathematics	6.1%	0.2	93.7	100.0%
Science	8.3%	0.2	91.6	100.0%
Other	22.1%	1.1	76.8	100.0%

The number of respondents to the item ranged from 935 - 938; this was 98.5 - 98.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add to more than 100 percent.

TABLE VI-22

Percentage of Teachers Who Hold Regular Certification in Various Teaching Areas by Grade Level
(Teacher Mail Survey)

	Percentage of Teachers by Grade Level[a]				
Subject Area	Elementary	Middle	High	Multi-level	All teachers
Early childhood	22.0%	3.1	1.1	5.5	12.9%
Elementary	86.4%	27.2	17.7	47.0	57.8%
Secondary	12.6%	62.6	83.6	46.7	39.7%
All levels	6.2%	12.6	8.8	18.3	8.6%
Foreign language	6.1%	9.1	11.8	8.2	8.0%
Bilingual	16.4%	2.8	3.7	0.5	10.2%
ESL	10.2%	5.3	7.6	7.8	8.5%
Mathematics	2.1%	14.4	8.9	3.3	6.1%
Science	1.7%	18.4	13.9	12.7	8.3%
Other	14.7%	29.6	29.5	39.7	22.1%

The number of respondents to the item ranged from 935 - 938; this was 98.5 - 98.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add to more than 100 percent.

TABLE VI-23

Most Common Service Delivery Structure Used by Teachers

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Instructional Setting	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Separate content area classes	13.2%	74.6%	75.5%	24.6%	39.2%
Main/self-contained class	80.7	18.9	15.5	39.7	52.7
Multiple-period class	4.6	14.9	8.1	3.7	7.3
Pull-out special instructional sessions	11.8	5.8	6.9	40.7	10.9
Tutoring sessions with individual students	5.5	3.8	3.2	30.7	5.8

A teacher may teach in all of the instructional settings listed in the table, some of them, or just one of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 922; this was 97.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-24

Primary Instructional Responsibility of Teachers

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Type of Instruction	Elementary	Middle	High	Multi-level	All teachers
Regular curriculum instruction (not special services for LEP students)	67.2%	70.6%	75.1%	51.8%	68.9%
Special instruction for LEP students	22.8	20.0	11.4	39.6	20.4
Chapter 1/compensatory education instruction	7.0	4.7	6.5	5.0	6.4
Special education instruction	1.2	2.1	3.7	1.9	2.0
Gifted and talented instruction	0.0	0.1	0.6	0.0	0.2
Other	1.8	2.4	2.6	1.6	2.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 932; this was 98.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-25

Number of Individual Students (Non-LEP and LEP) a Teacher Teaches in a Typical Week

(Teacher Mail Survey)

Number of Students	Total
10 and less	8.7%
11 - 20	10.1
21 - 25	12.9
26 - 30	18.3
31 - 60	14.9
61 - 120	17.8
121 and more	17.2
Total	100.0%

The number of respondents to the item was 904; this was 95.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-26

Mean Number of Individual Students (Non-LEP and LEP) a Teacher Teaches in a Typical Week by Grade Level

(Teacher Mail Survey)

Grade Level of Teachers	Mean Number of Students
Elementary	42.1
Middle	96.4
High	93.1
Multi-level	46.2
All teachers	64.2

The number of respondents to the item was 904; this was 95.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-27

Percentage of Limited English Proficient Students Taught by Teacher

(Teacher Mail Survey)

Percentage of LEP Students	Percentage of Teachers
1 - 5	27.0%
6 - 10	15.5
11 - 20	14.0
21 - 40	14.1
41 - 90	17.0
91 - 100	12.6
Total	100.0%

The number of respondents to the item was 932; this was 98.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-28

Mean Percentages of Students That Teachers Instruct Who Are Limited English Proficient, Not LEP But Bilingual, or Monolingual English Speakers by Grade Level

(Teacher Mail Survey)

	Mean Percentages by Grade Level				
Type of Student	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Limited English Proficient (LEP)	38.5%	25.3%	18.5%	48.1%	32.0%
Not LEP but bilingual	15.9	23.4	12.6	4.6	16.1
Monolingual English speakers	45.6	51.4	68.9	47.2	51.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 932; this was 98.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-29

Mean Percentage of LEP Students Taught With Specific English Oral Proficiency Levels

(Teacher Mail Survey)

	Mean of Teachers by Grade Level				
English Oral Proficiency Level	Elementary	Middle	High	Multi-level	All teachers
Very little or no oral proficiency: i.e., they generally cannot function using English	11.7%	14.3%	10.3%	21.6%	12.3%
Very limited oral proficiency: i.e., they have considerable difficulty in using English to function in the classroom	24.9	26.4	20.9	31.5	24.6
Limited oral proficiency: i.e., they have some difficulty in using English to function in the classroom	63.1	59.2	68.7	39.2	62.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 905; this was 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-30

Mean Number of Grades Taught by Teachers of LEP Students by Grade Level

(Teacher Mail Survey)

Grade Level	Mean Number of Grades Taught
Elementary	2.1
Middle	2.0
High	3.0
Multi-level	5.9
All teachers	2.6

The number of respondents to the item was 949; this was 100.0% of those who responded to the survey.

TABLE VI-31

Subjects Taught to LEP Students by Teachers

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Subjects	Elementary	Middle	High	Multi-level	All teachers
Regular English language arts	62.1%	30.3%	19.6%	36.0%	45.7%
Special English language arts for LEP students (e.g., ESL)	38.8	20.1	19.1	45.0	31.2
Language arts in the students' native language(s)	27.4	11.2	4.8	15.7	19.0
Mathematics	81.0	28.2	15.8	63.7	56.0
Science	77.9	32.1	17.6	35.2	54.3
Social studies (history, geography, etc.)	78.2	33.7	21.5	47.3	56.1
Vocational education	1.0	1.8	8.2	7.2	3.0
Other	15.2	13.1	20.9	4.1	15.6

A teacher may teach in all of the subjects listed in the table, some of them, or just one of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 937; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-32

Amount of Time Per Week a Typical LEP Student Spends with Each Teacher (Including Class Time in Addition to One-On-One Instruction)

(Teacher Mail Survey)

Hours Per Week	Total
1.9 and less	7.0%
2.0 - 3.9	12.8
4.0 - 5.9	32.9
6.0 - 9.9	13.5
10.0 - 19.9	8.2
20.0 - 29.9	19.2
30.0 and more	6.4
Total	100.0%

The number of respondents to the item was 923; this was 97.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-33

Mean Amount of Time Per Week a Typical LEP Student Spends with Each Teacher (Including Class Time in Addition to One-On-One Instruction) by Grade Level

(Teacher Mail Survey)

Grade Level of Teachers	Mean of Hours Per Week
Elementary	14.5
Middle	7.3
High	4.8
Multi-level	6.1
All teachers	10.6

The number of respondents to the item was 923; this was 97.3% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-34

Percentage of Instruction Provided in the Native Language of a Typical LEP Student by Teacher or Aide

(Teacher Mail Survey)

Percentage of Instruction in LEP Native Language	Percentage of Teachers
0%	49.1%
1 - 10%	18.3
11 - 20%	8.7
21 - 50%	12.4
51 - 100%	11.4
Total	100.0%

The number of respondents to the item was 930; this was 98.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-35

Mean Percentage of Instruction Provided in the Native Language of a Typical LEP Student by Teacher or Aide by Grade Level

(Teacher Mail Survey)

Grade Level of Teachers	Mean Percentage of Instruction
Elementary	19.6
Middle	16.5
High	9.5
Multi-level	8.5
All teachers	16.3

The number of respondents to the item was 930; this was 98.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-36

Adaptation of English Used by Teachers or Aides Instructing LEP Students

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Adaptation of English	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
The English is the same as that used for native English speakers of the same age and grade	23.4%	37.6%	43.4%	35.5%	31.0%
There is some adaption of the English used	47.6	48.9	42.8	21.6	45.8
There is frequent and consistent adaptation	29.0	13.6	13.8	42.9	23.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 931; this was 98.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-37

Presence of Aide in Classroom with LEP Students
(Teacher Mail Survey)

Grade Level Of Teachers	Percentage Of Teachers With Aides
Elementary	49.1%
Middle	16.2
High	16.4
Multi-level	38.6
All teachers	35.1%

The number of respondents to the item was 941; this was 99.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-38

Major Activities of Aides in LEP Classrooms

(Teacher Mail Survey)

	Percentage of Teachers With Classroom Aides by Grade Level				
Activities	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Instructing student(s) in academic work	94.8%	73.3%	67.4%	78.1%	89.3%
Monitoring students and keeping students on task	76.1	80.9	74.9	80.7	76.6
Helping with non-instructional tasks (e.g., record-keeping, assembling materials, etc.)	64.7	57.3	54.2	46.8	62.1
Creating new materials for use in the classroom	46.3	26.6	12.5	39.8	40.7
Translating between teachers and students	27.9	50.0	40.5	23.0	31.0
Translating in meetings with parents/guardians as needed for communication with students and parents/guardians	20.8	29.3	23.1	25.1	22.0

An aide may participate in all of the activities listed in the table, some of them, or just one of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 305; this was 32.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-39

Percentage of Teachers Who Use the Following Classroom Activities Often in Classes That Include LEP Students

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Classroom Activity	Elementary	Middle	High	Multi-level	All teachers
Class/small-group hands-on activities	80.7%	47.4	42.7	39.4	64.3%
Use of cooperative learning groups, i.e., students share responsibilities in groups working on common academic tasks	66.0%	49.1	23.0	40.3	52.4%
Open-ended student writing (e.g., journal entries)	74.1%	29.0	22.3	16.7	51.8%
Student-student discussions (in small groups, pairs)	57.4%	32.7	23.6	18.5	43.5%
Presentation/explanation of information by students to other students	37.6%	38.3	22.3	39.6	34.5%

The number of respondents to the item ranged from 891 - 921; this was 93.9 - 97.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-40

Percentage of Speech/Discussion Involving Teacher or Aide and Student in LEP Classrooms

(Teacher Mail Survey)

	Percentage of Speech in Classrooms by Grade Level				
Speech/Discussion in LEP Classroom	Elementary	Middle	High	Multi-level	All teachers
The teacher or aide talking to students	39.2%	39.9%	52.1%	56.1%	42.9%
Students talking to/responding to the teacher or aide	29.6	28.3	27.1	23.9	28.6
Students talking to other students	30.9	31.7	20.8	20.0	28.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 922; this was 97.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-41

Staff Development Activities Offered to Staff Serving LEP Students

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District[a]					
Staff Development Activity	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Inservice training for teachers	64.2%	81.2%	94.2%	100.0%	100.0%	79.7%
Inservice training for aides	32.5	55.4	79.6	96.6	84.5	56.7
College or university level courses for teachers	18.0	25.6	48.3	67.2	78.7	32.1
College or university level courses for aides	6.7	11.4	25.4	38.8	38.5	15.5

The number of respondents to these items ranged from 678 - 689; this was 91.0 - 92.5% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VI-42

Staff Development Activities Offered to Staff Serving LEP Students

(School Mail Survey)

	Percentage of Schools By Grade Level[a]				
Types of Training	Elementary	Middle	High	Multi-level	Total
Inservice training for teachers	85.5%	83.7%	78.5%	84.4%	84.0%
Inservice training for aides	75.5	74.7	73.5	82.2	75.5
College or university level courses for teachers	42.8	36.3	41.0	35.3	41.0
College or university level courses for aides	14.6	19.1	20.0	23.2	16.8

The number of respondents to the items ranged from 1431 to 1475; these were 78.0 - 80.4% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VI-43

Staff Development Activities Offered to Staff Serving LEP Students

(School Mail Survey)

	Percentage of Schools by Number of LEP Students in School[a]					
Staff Development Activities	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Inservice training for teachers	69.5%	82.3%	92.8%	97.3%	97.4%	84.0%
Inservice training for aides	55.6	76.9	86.4	89.6	94.3	75.5
College or university level courses for teachers	28.3	30.0	46.1	63.3	66.0	41.0
College or university level courses for aides	7.0	9.1	24.1	28.0	37.6	16.8

The number of respondents to these items ranged from 1431 - 1475; this was 78.0 - 80.4% of those who responded to the survey.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

Table VI-44

Number of Staff Receiving Training Per District

(District Mail Survey)

	Percentage of Districts Training Different Numbers of Staff			
Number of Staff	Teachers: Inservice training	Aides: Inservice training	Teachers: College or university level courses	Aides: College or university level courses
0	27.5%	51.5%	71.8%	88.6%
1 - 5	35.8	29.5	17.1	8.2
6 - 10	7.5	6.4	2.9	0.8
11 - 15	6.1	2.3	2.6	0.9
16 - 20	2.8	2.2	1.0	0.5
21 - 25	2.2	2.0	0.6	0.3
26 - 30	3.0	1.2	0.5	0.3
31 - 35	0.7	0.7	0.4	0.1
36 and more	14.3	4.3	3.0	0.2
Total	100.0	100.0%	100.0%	100.0%

The number of respondents to the item was 626 - 654; this was 84.0 - 87.8% of those who responded the survey. The results are weighted to be nationally representative.

Table VI-45

Number of Staff Receiving Training Per School

(School Mail Survey)

	Percentage of Schools Training Different Numbers of Staff			
Number of Staff	Teachers: Inservice training	Aides: Inservice training	Teachers: College or university level courses	Aides: College or university level courses
0	31.8%	47.3%	72.2%	91.4%
1	18.3	17.3	9.6	2.5
2	8.8	10.5	7.0	2.3
3 - 4	10.2	8.4	5.0	1.8
5 - 6	6.8	5.6	2.9	1.4
7 - 10	4.9	5.7	1.5	0.4
11 - 20	8.4	3.7	1.4	0.1
21 and more	10.7	1.5	0.4	0.1
Total	100.0	100.0%	100.0%	100.0%

The number of respondents to the items was 1107 - 1383; this was 60.3 - 75.4% of those who responded the survey. The results are weighted to be nationally representative.

TABLE VI-46

Mean Number of Staff Receiving Training Per School
(School Mail Survey)

	Mean Number of Staff Receiving Training by Grade Level				
Types of Training	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Teachers: Inservice training	7.6	4.9	8.3	9.5	7.4
Aides: Inservice training	2.6	2.1	2.4	3.7	2.6
Teachers: college or university level courses	1.0	0.9	1.7	1.7	1.1
Aides: college or university level courses	0.3	0.3	0.7	0.3	0.4

The number of respondents to the items was 1107 - 1383; this was 60.3 - 75.4% of those who responded the survey. The results are weighted to be nationally representative.

TABLE VI-47

Number of Hours of Inservice Training for an Individual Teacher or Aide Who Worked With LEP Students in District

(District Mail Survey)

Number of Hours in Inservice Training	Percentage of Districts	
	Teacher	Aide
0	21.2%	45.7%
1 - 2	6.3	4.1
3 - 4	7.6	8.1
5 - 6	11.6	8.6
7 - 8	7.0	6.9
9 - 10	7.2	4.1
11 - 15	7.9	6.8
16 - 20	13.6	5.1
21 - 35	8.0	4.8
36 and more	9.5	5.9
Total	100.0%	100.0%

The number of respondents to these items ranged from 675 to 677; these were 90.6 - 90.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-48

Hours of Inservice Training for Staff Members Working With LEP Students

(District Mail Survey)

	Mean Hours by Number of LEP Students in District					
Staff Member	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
Teacher	8.9	11.3	18.6	26.0	34.2	13.5
Aide	4.6	7.6	12.9	16.9	9.7	8.6

The number of respondents to these items ranged from 675 - 677; this was 90.6 - 90.9% of those who responded to the survey.

TABLE VI-49

Number of Hours of Inservice Training for an Individual Teacher or Aide Who Worked With LEP Students in School

(School Mail Survey)

Number of Hours in Inservice Training	Percentage of Schools	
	Teacher	Aide
0	21.6%	43.1%
1 - 2	5.9	5.3
3 - 4	7.9	6.5
5 - 6	8.4	9.7
7 - 8	6.1	5.8
9 - 10	6.7	6.5
11 - 15	9.7	6.5
16 - 20	12.4	8.0
21 - 30	10.1	4.2
31 and more	11.1	4.5
Total	100.0%	100.0%

The number of respondents to these items ranged from 1308 to 1415; these were 71.3 - 77.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-50

Mean and Median Number of Hours of Inservice Training for an Individual Teacher or Aide Who Worked With LEP Students in School

(School Mail Survey)

	Number of Hours of Inservice Training by Grade Level				
Inservice Training	Elementary	Middle	High	Multi-level	Total
Teacher					
Mean	14.5	17.6	14.1	13.0	14.8
Median*	10.0	10.0	6.0	8.0	9.0
Aide					
Mean	7.9	7.8	8.5	9.2	8.1
Median*	2.0	4.0	3.0	4.0	3.0

The number of respondents to these items ranged from 1308 to 1415; these were 71.3 - 77.1% of those who responded to the survey. The results are weighted to be nationally representative.

* The middle of a distribution; half the cases are above the median and half are below.

TABLE VI-51

Number of Hours of Inservice Training to Staff Serving LEP Students

(School Mail Survey)

	Mean Number of Hours by Number of LEP Students in School					
Staff Member	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
Teachers	11.3	11.1	19.0	19.0	19.4	14.8
Aides	3.5	7.0	10.6	13.4	10.2	8.1

The number of respondents to these items ranged from 1308 - 1415; this was 71.3 - 77.1% of those who responded to the survey.

TABLE VI-52

Percentage of Teachers Who Have Taken College/University Courses or Received Recent (Within the Past Five Years) Preservice/Inservice Training Specifically Related to the Teaching of LEP Students

(Teacher Mail Survey)

Grade Level of Teachers	Percentage of Teachers
Elementary	67.7%
Middle	48.0
High	29.4
Multi-level	51.7
All teachers	54.8%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-53

Percentage of Teachers Who Have Taken College/University Courses on Specific Topics

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Topic of College/University Course	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Awareness of cultural differences and implications for instruction of LEP students	41.4%	28.5	29.5	18.2	36.8%
Language acquisition theory and its implications for instruction of LEP students	38.0%	18.1	24.6	23.5	32.4%
Teaching English to LEP students	35.8%	15.1	21.4	25.2	30.1%
Effective practices in instructing LEP students	32.6%	19.6	21.3	15.5	28.3%
Teaching native language arts to LEP students	18.7%	8.3	5.9	10.2	15.1%
Teaching science to LEP students	11.9%	10.2	2.3	2.6	10.1%
Teaching mathematics to LEP students	12.5%	0.8	0.8	2.6	8.7%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-54

Percentage of Teachers Who Have Received Preservice/Inservice Training on Specific Topics in the Past Five Years

(Teacher Mail Survey)

	Percentage of Teachers by Grade Level				
Preservice/Inservice Training Topic	**Elementary**	**Middle**	**High**	**Multi-level**	**All teachers**
Effective practices in instructing LEP students	63.2%	52.5	52.4	56.1	59.8%
Awareness of cultural differences and implications for instruction of LEP students	55.0%	63.0	66.1	75.8	58.5%
Teaching English to LEP students	57.1%	44.0	42.9	32.7	52.2%
Language acquisition theory and its implications for instruction of LEP students	47.7%	22.6	29.5	31.5	40.5%
Teaching science to LEP students	30.2%	8.9	12.2	7.8	23.5%
Teaching native language arts to LEP students	27.0%	12.1	13.7	11.6	22.2%
Teaching mathematics to LEP students	26.0%	6.9	6.7	9.4	19.8%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-55

Difficulty in Hiring Qualified Staff in District

(District Mail Survey)

Types of Staff	Percentage of Districts Having Difficulty Among Those Tried to Hire Qualified Staff					Percentage of Districts That Haven't Tried to Hire Specific Staff
	None	A little	Some	A lot	Total	
Bilingual teachers of Spanish language students	14.5%	6.7	21.7	56.8	100.0	61.3%
Bilingual teachers of other language students	10.8%	7.6	13.1	68.5	100.0	74.9%
ESL teachers	29.5%	17.2	30.5	23.0	100.0	29.5%
Spanish bilingual aides	31.0%	22.2	26.3	20.2	100.0	51.0%
Other language bilingual aides	18.2%	17.5	27.5	36.7	100.0	69.8%
Bilingual administrators	30.4%	11.0	17.0	41.7	100.0	71.7%

The number of respondents to these items ranged from 660 to 672; these were 88.6 - 90.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-56

Difficulty in Hiring Qualified Staff in School

(School Mail Survey)

Types of Staff	Percentage of Schools Having Difficulty Among Those Tried to Hire Qualified Staff: None	A little	Some	A lot	Total	Percentage of Schools That Haven't Tried to Hire Specific Staff
Bilingual teachers of Spanish language students	27.4%	12.4	27.7	32.7	100.0	54.8%
Bilingual teachers of other language students	15.0%	10.8	16.7	57.8	100.0	71.3%
ESL teachers	43.7%	12.4	23.0	20.8	100.0	26.8%
Spanish bilingual aides	35.8%	24.1	21.4	18.5	100.0	48.1%
Other language bilingual aides	19.3%	19.3	24.9	36.4	100.0	64.3%
Bilingual administrators	29.5%	11.5	29.2	30.1	100.0	67.1%

The number of respondents to these items ranged from 1372 to 1434; these were 74.8 - 78.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-57

Percentage of Schools Having a Lot of Difficulty in Hiring Qualified Staff Among Schools That Have Tried

(School Mail Survey)

Types of Staff	Percentage of Schools Having a Lot of Difficulty Among Those Tried to Hire Qualified Staff by Grade Level[a]				
	Elementary	Middle	High	Multi-level	Total
Bilingual teachers of Spanish language students	32.2%	32.7%	31.5%	37.0%	32.7%
Bilingual teachers of other language students	61.7	56.1	53.5	31.2	57.8
ESL teachers	21.5	16.9	18.3	31.7	20.8
Spanish bilingual aides	19.2	18.8	21.3	9.3	18.5
Other language bilingual aides	38.3	35.8	24.9	36.4	36.4
Bilingual administrators	29.0	34.8	39.2	11.3	30.1

The number of respondents to these items ranged from 1372 to 1434; these were 74.8 - 78.1% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VI-58

Turnover Rates for Teachers in School

(School Mail Survey)

	Percentage of Schools	
Turnover Rate	Teachers of primarily LEP students	Teachers of primarily non-LEP students
0%	62.1%	26.2%
1%	6.7	10.8
2%	3.5	7.9
3 - 4%	2.2	7.9
5 - 6%	4.8	17.8
7 - 8%	0.9	4.3
9 - 10%	5.5	13.1
11 - 30%	6.4	10.5
31% and more	8.0	1.8
Total	100.0%	100.0%

The number of respondents to these items ranged from 1106 to 1202; these were 55.4 - 58.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-59

Absenteeism Rates for Teachers in School

(School Mail Survey)

	Percentage of Schools	
Absenteeism Rate	Teachers of primarily LEP students	Teachers of primarily non-LEP students
0%	26.7%	9.7%
1%	23.4	16.6
2%	12.5	11.6
3 - 4%	10.6	17.2
5 - 6%	14.9	23.0
7 - 8%	2.3	5.7
9 - 10%	6.8	10.0
11 - 30%	2.0	5.2
31% and more	0.9	0.9
Total	100.0%	100.0%

The number of respondents to these items ranged from 1017 to 1065; these were 55.4 - 58.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-60

Mean Turnover and Absenteeism Rates for Teachers in School

(School Mail Survey)

	Turnover and Absenteeism Rates by Grade Level				
	Elementary	**Middle**	**High**	**Multi-level**	**Total**
Turnover rates for teachers of primarily LEP students	6.9%	10.7%	9.4%	5.8%	7.9%
Turnover rates for teachers of primarily non-LEP students	5.6	7.7	6.9	4.8	6.1
Absenteeism for teachers of primarily LEP students	3.8	3.9	2.6	3.1	3.5
Absenteeism for teachers of primarily non-LEP students	4.7	6.2	5.8	6.1	5.3

The number of respondents to these items ranged from 1017 to 1202; these were 55.4 - 65.5% of those who responded to the survey. The results are weighted to be nationally representative.

VII. SCHOOL ENVIRONMENT/ PARENT INVOLVEMENT

This chapter presents study findings concerning the school environment and parent involvement.

A. Interaction Between Teachers of LEP Students and Other Teachers

A major issue in the instruction of LEP students is the extent to which teachers of LEP students are integrated into the overall environment of the school. If teachers of LEP students are isolated, it makes it less likely that the transition from LEP services to regular services will be a smooth one for LEP students.

Questions about this issue were asked on both the School Mail Questionnaire and Teacher Mail Questionnaire. The first row of data in Table VII-1 shows ratings of the level of interaction between teachers of LEP students and other teachers as reported on the School Mail Questionnaire. Approximately two-thirds of school-level respondents reported "a great deal" of interaction. These data are broken down by grade level of school in Table VII-2. Respondents in elementary schools were those most likely to report a great deal of interaction.

This issue was addressed in a somewhat different way on the Teacher Mail Questionnaire. The results are shown in the first row of Table VII-3. Approximately three-quarters of the teachers strongly agreed or agreed that there was interaction and cooperation between teachers of LEP students and other teachers. These data are shown separately for different grade levels of teachers in Table VII-4. Similar to the finding for the school-level respondents, elementary teachers were those most likely to report such interaction and cooperation.

B. Interaction Between LEP and Other Students

A second and related issue in the instruction of LEP students is the extent of interaction between LEP and other students. As with interactions among teachers, an integrated school environment eases the transition for LEP students between LEP and regular services.

The second rows in Tables VII-1 through VII-4 illustrate the reported levels of interaction between LEP and other students as reported on the School and Teacher Mail Questionnaires. Seventy-three percent of school respondents reported "a great deal" of such interaction. Considerably more interaction being reported in elementary schools than in other schools. Eighty-three percent of teachers agreed or strongly agreed that there was frequent interaction, though again, elementary teachers were those most likely to report such interaction.

C. Awareness of LEP Services by School and Community Members

Respondents at the district and school levels were asked about the levels of awareness of various groups regarding special services for LEP students. Table VII-5 shows the level of awareness of school district administrators and school board members as reported by district respondents. Administrators were reported to have "excellent" or "good" awareness by 75 percent of respondents, while the comparable figure for school board members was 46 percent. School district administrators in districts with 100-999 LEP students were rated as having the greatest awareness of LEP services.

Table VII-6 shows the awareness levels of school administrators, teachers, and parents as described by school-level respondents. School principals and other school administrators were reported to have "excellent" or "good" awareness in 85 percent of cases. The comparable figure was lower for special program teachers (78 percent), teachers of non-LEP students (57 percent), and parents of LEP students (62 percent).

The number of cases in which awareness levels were reported as "excellent" are shown in Table VII-7 by grade level of school. For all groups, awareness levels were highest in elementary schools and lowest in high schools. Table VII-8 shows the mean awareness ratings by the number of LEP students in the school. Principals and other school administrators were rated as more aware in schools with greater numbers of LEP students.

D. Support for LEP Services by School and Community Members

Respondents to the District, School, and Teacher Mail Questionnaires were asked to describe the levels of support for LEP services by various groups. Table VII-9 shows the levels of support by school district administrators and school board members as reported by district respondents. School district administrators were reported to provide either "strong" or "moderate" support in 92 percent of cases, while the comparable figure for school board members was 83 percent. School district administrators in districts with smaller numbers of LEP students were reported to provide greater support.

To further examine awareness and support by district administrators and board members, a composite variable was created and factors related to this variable were examined using multiple regression techniques. The composite measure of awareness and support was the dependent variable, and seven district-level variables were tested as predictors: (1) the number of total students in the district; (2) the number of LEP students in the district; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the per student year costs for LEP students; and (7) the cost differential in per student year costs between LEP students and all students.

The final prediction equation had an adjusted R square value of .025 ($F = 12.5$, $p < .001$), and included just one predictor: the percentage of LEP students supported by special state LEP funds (beta = .168). Thus, only the presence of special state funds for LEP services appeared to predict the level of district awareness and support for LEP services.

At the school level, school principals and other school administrators were reported to provide "strong" or "moderate" support in 96 percent of cases (see Table VII-10), while somewhat lower levels of support were reported for teachers in special instructional programs (90 percent), teachers of non-LEP students (85 percent), and parents of LEP students (84 percent). In Table VII-11, the school-level data are broken down by the grade level of the school. The data showed that for all groups, support for LEP services was highest in elementary schools and lowest in middle schools. Table VII-12 shows the mean levels of reported support in schools with different numbers of LEP students. The results showed somewhat greater support by principals and other school administrators in schools with greater numbers of LEP students.

Multiple regression techniques were also used to examine the levels of interactions between LEP and non-LEP teachers and students, awareness of LEP services, and support for those services. The composite measure of interaction, awareness, and support was the dependent variable, and nine variables were tested as predictors: (1) the number of LEP students in the school; (2) the percentage of LEP students of the total school enrollment; (3) the percentage of LEP students receiving federal Title VII services; (4) the percentage of LEP students receiving services under special state funds for LEP services; (5) the percentage of LEP students who had Spanish as their native language; (6) the percentage of LEP students born in the U.S.; (7) the percentage of LEP students with limited oral proficiency in their native language; (8) the percentage of teachers teaching LEP students who were fluent in a native language of their students; and (9) the percentage of teachers teaching LEP students who had some form of LEP certification.

The final prediction equation had an adjusted R square value of .046 ($F = 11.1$, $p < .001$), and included three predictors: (1) the percentage of all students in the school who were LEP (beta = .200); (2) the percentage of LEP students supported by special state LEP funds (beta = .154); (3) the number of LEP students in the school (beta = -.113). Thus, at the school level, concentrations of LEP students and special state funds for LEP services were the strongest predictors of the amount of interaction, awareness, and support for LEP services.

Support for LEP services as reported by teachers is shown in the first row of Table VII-13. Ninety-one percent of teachers of LEP students agreed with a statement that staff members who do not work with LEP students are supportive of LEP services. These data are shown separately for different grade levels of schools in Table VII-14. As was shown in the school-level data, support for LEP services was highest in elementary schools.

E. Parent and Community Involvement in Schools Serving LEP Students

On the School Mail Questionnaire, respondents were asked to indicate the levels of involvement by parents and community members in various school functions. The results are presented in Table VII-15. In general, the results showed that parents of non-LEP students were considerably more involved than were parents of LEP students. In fact, in terms of serving as classroom or school volunteers, community members who are not parents were reported to be more involved than parents of LEP students.

These results are presented for different grade levels of schools in Table VII-16. In general, there was more involvement by parents and community members in elementary schools and more involvement in high schools by local businesses. Table VII-17 shows the mean level of involvement by number of LEP students in the school. The results show greater involvement by parents of LEP students in schools with greater numbers of LEP students.

A composite variable combining awareness, support, and involvement by parents of LEP students was created, and the factors related to this composite were examined using multiple regression techniques. The composite measure of awareness, support, and involvement was the dependent variable, and nine variables were tested as predictors.

The final prediction equation had an adjusted R square value of .044 (F = 10.8, p < .001), and included three predictors: (1) the percentage of teachers who spoke a native language (beta = .136); (2) the percentage of all students who were LEP (beta = .110); and (3) the percentage of LEP students in the school supported by Title VII (beta = .087). Thus, the presence of language-competent teachers, concentrations of LEP students, and special federal funds for LEP services were the strongest predictors of the amount of awareness, support, and involvement by parents of LEP students.

Data from the school telephone interview indicated that one of the major successes in involving parents of LEP students in the school and in their children's education was an increase in parent attendance in after-school events and social activities (see Table VII-18). Two major problems, however, were that the parents could not speak English, and many of them were reluctant to visit the school either because of cultural taboos or because of fear from a lack of information about the American school system (see Table VII-19).

There were two questions on the Teacher Mail Questionnaire which focused on the involvement of parents of LEP students in the educational process. The results of these items are shown in the third and fourth rows of Tables VII-13 and VII-14. Less than half of the teachers agreed with the statements "Parents of my LEP students make sure that homework assignments are completed" and "I can count on the parents of my LEP students to work with their children on home activities when asked." Parents of LEP students in elementary schools were reported to be somewhat more involved in their children's education than were other parents of LEP students.

TABLE VII-1

Interaction Among Teachers and Students in School

(School Mail Survey)

	Percentage of Schools by Level of Interaction			
Types of Interactions	**A great deal**	**Some**	**Very little**	**Total**
Teachers of primarily LEP students and teachers of primarily non-LEP students	66.4%	27.1	6.4	100.0%
LEP students and non-LEP students	73.2%	23.2	3.5	100.0%

The number of respondents to these items ranged from 1408 to 1461; these were 76.7 - 79.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-2

Percentage of Schools Reporting a Great Deal of Interaction Among Teachers and Students

(School Mail Survey)

Types of Interactions	Percentage of Schools Reporting a Great Deal of Interaction by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Teachers of primarily LEP students and teachers of primarily non-LEP students	73.5%	53.9%	55.3%	63.8%	66.4%
LEP students and non-LEP students	87.0	54.7	45.5	60.1	73.2

The number of respondents to these items ranged from 1408 to 1461; these were 76.7 - 79.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-3

Teacher Description of School Context

(Teacher Mail Survey)

	Percentage of Agreement by Grade Level				
School Context	**Strongly disagree**	**Somewhat disagree**	**Somewhat agree**	**Strongly agree**	**Total**
There is interaction and cooperation between teachers of LEP students and teachers of non-LEP students	7.9%	18.4	38.1	35.6	100.0%
LEP students frequently interact with non-LEP students in this school	3.4%	13.6	25.0	58.0	100.0%

The number of respondents to these items ranged from 867 - 905; this was 91.4 - 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-4

Percentage of Teachers Who Agree or Strongly Agree With the Description of School Context

(Teacher Mail Survey)

School Context	Percentage of Agreement by Grade Level Elementary	Middle	High	Multi-level	All teachers
There is interaction and cooperation between teachers of LEP students and teachers of non-LEP students	82.6%	61.9%	62.1%	72.3%	73.7%
LEP students frequently interact with non-LEP students in this school	89.0	76.1	74.8	79.2	83.1

The number of respondents to these items ranged from 867 - 905; this was 91.4 - 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-5

Level of Awareness of District Personnel Regarding Special Services for LEP Students

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District					
Staff Member Level of Awareness	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
School district administrators:						
Excellent	30.7%	29.0%	36.4%	27.1%	24.7%	31.3%
Good	39.2	50.3	40.5	45.0	31.6	43.4
Fair	19.9	18.6	19.9	24.0	43.7	19.9
Poor	10.2	2.2	3.3	3.9	0.0	5.5
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
School board members						
Excellent	15.5%	4.3%	12.1%	16.0%	10.7%	11.1%
Good	28.7	36.8	41.8	35.0	27.6	35.0
Fair	28.7	44.1	32.1	33.1	49.4	34.9
Poor	27.1	14.9	13.9	16.0	12.2	19.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items ranged from 686 - 690; this was 92.1 - 92.6% of those who responded to the survey.

TABLE VII-6

Level of Awareness Regarding Special Services for LEP Students by Types of Persons

(School Mail Survey)

	Percentage of Schools by Level of Awareness				
Types of Persons in Schools	**Excellent**	**Good**	**Fair**	**Poor**	**Total**
School principal and other school administrators	50.5%	34.7	11.6	3.2	100.0%
Teachers of non-LEP students	19.2%	38.0	32.0	10.8	100.0%
Parents of LEP students	18.1%	43.9	30.1	7.9	100.0%
Teachers of special instructional programs (e.g., Chapter I, Special Education, etc.)	31.4%	46.2	17.9	4.5	100.0%

The number of respondents to these items ranged from 1452 to 1476; these were 79.1 - 80.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-7

Percentage of Respondents Reporting Excellent Awareness of LEP Services

(School Mail Survey)

	Percentage of Excellent Awareness by Grade Level				
Types of Persons in Schools	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
School principal and other school administrators	54.9%	45.6%	38.0%	50.5%	50.5%
Teachers of non-LEP students	22.9	13.3	12.2	15.9	19.2
Parents of LEP students	20.0	17.8	10.6	18.1	18.1
Teachers of special instructional programs (e.g., Chapter I, Special Education, etc.)	36.3	25.8	17.4	31.2	31.4

The number of respondents to these items ranged from 1452 to 1476; these were 79.1 - 80.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-8

Level of Awareness Regarding Special Services for LEP Students

(School Mail Survey)

	Mean Level of Awareness* by Number of LEP Students in School					
Staff Member	**1-9**	**10-29**	**30-99**	**100-299**	**300+**	**All Schools**
School principal and other school administrators	3.1	3.4	3.4	3.5	3.7	3.3
Teachers of non-LEP students	2.6	2.6	2.7	2.8	2.9	2.7
Parents of LEP students	2.7	2.7	2.7	2.7	2.9	2.7
Teachers of special instructional programs	3.0	3.0	3.0	3.1	3.3	3.0

The number of respondents to these items ranged from 1452 - 1476; this was 79.1 - 80.4% of those who responded to the survey.

* 1=poor 2=good 3=fair 4=excellent

TABLE VII-9

Level of Support of District Personnel Regarding Special Services for LEP Students

(District Mail Survey)

	Percentage of Districts by Number of LEP Students in District					
Staff Member Level of Support	**1-24**	**25-99**	**100-999**	**1,000-9,999**	**10,000+**	**All Districts**
School district administrators:						
Strong support	59.2%	60.5%	53.7%	43.3%	28.2%	56.8%
Moderate support	29.9	33.7	36.6	52.2	65.0	34.7
Little support	10.8	5.8	8.5	4.5	6.7	8.2
No support	0.0	0.0	1.1	0.0	0.0	0.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
School board members						
Strong support	46.3%	36.8%	36.1%	38.0%	38.4%	40.1%
Moderate support	33.2	47.8	49.4	49.6	42.0	43.2
Little support	17.4	13.6	12.6	11.7	19.6	14.6
No support	3.1	1.8	1.9	0.8	0.0	2.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items ranged from 681 - 688; this was 91.4 - 92.3% of those who responded to the survey.

TABLE VII-10

Level of Support for Special Services for LEP Students by Types of Persons

(School Mail Survey)

	Percentage of Schools by Level of Support				
Types of Persons in Schools	**Strong**	**Moderate**	**Little**	**No**	**Total**
School principal and other school administrators	70.7%	25.2	3.4	0.7	100.0%
Teachers of non-LEP students	40.0%	44.5	13.2	2.3	100.0%
Parents of LEP students	43.4%	40.5	14.5	1.6	100.0%
Teachers of special instructional programs (e.g., Chapter I, Special Education, etc.)	52.9%	37.0	8.1	2.0	100.0%

The number of respondents to these items ranged from 1439 to 1479; these were 78.4 - 80.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-11

Percentage of Respondents Reporting Strong Support for LEP Services

(School Mail Survey)

	Percentage of Strong Support by Grade Level				
Types of Persons in Schools	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
School principal and other school administrators	74.0%	63.4%	65.6%	69.8%	70.7%
Teachers of non-LEP students	43.4	31.8	32.9	45.0	40.0
Parents of LEP students	45.8	35.9	41.0	43.7	43.4
Teachers of special instructional programs (e.g., Chapter I, Special Education, etc.)	56.6	43.9	47.1	52.4	52.9

The number of respondents to these items ranged from 1439 to 1479; these were 78.4 - 80.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-12

Level of Support Regarding Special Services for LEP Students

(School Mail Survey)

Staff Member	Mean Level of Support* by Number of LEP Students in School					
	1-9	10-29	30-99	100-299	300+	All Schools
School principal and other school administrators	3.5	3.7	3.6	3.8	3.8	3.7
Teachers of non-LEP students	3.3	3.2	3.2	3.2	3.2	3.2
Parents of LEP students	3.3	3.2	3.2	3.3	3.4	3.3
Teachers of special instructional programs	3.4	3.3	3.4	3.5	3.5	3.4

The number of respondents to these items ranged from 1439 - 1479; this was 78.4 - 80.6% of those who responded to the survey.

* 1=no support 2=little support 3=moderate support 4=strong support

TABLE VII-13

Teacher Description of School Context

(Teacher Mail Survey)

	Percentage of Teachers				
School Context	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Total
The staff in the school who do not work with LEP students are supportive of the type of instructional services that I provide for LEP students	2.1%	7.2	49.2	41.5	100.0%
There is a great deal of cooperative effort among teachers of LEP students	7.2%	12.0	40.8	40.0	100.0%
Parents of my LEP students make sure that homework assignments are completed	16.0%	38.7	29.0	16.3	100.0%
I can count on the parents of my LEP students to work with their children on home activities when asked	13.1%	42.2	31.1	13.6	100.0%

The number of respondents to these items ranged from 867 - 905; this was 91.4 - 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-14

Percentage of Teachers Who Agree or Strongly Agree With the Description of School Context by Grade Level

(Teacher Mail Survey)

	Percentage of Agreement by Grade Level				
School Context	Elementary	Middle	High	Multi-level	All teachers
The staff in the school who do not work with LEP students are supportive of the type of instructional services that I provide for LEP students	93.5%	86.9	87.7	87.0	90.8%
There is a great deal of cooperative effort among teachers of LEP students	91.6	74.7	61.0	65.0	80.8
Parents of my LEP students make sure that homework assignments are completed	52.8	32.2	38.0	42.7	45.2
I can count on the parents of my LEP students to work with their children on home activities when asked	49.5	36.7	36.7	54.5	44.7

The number of respondents to these items ranged from 867 - 905; this was 91.4 - 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-15

Parent and Community Involvement in Schools Serving LEP Students

(School Mail Survey)

	Percentage of Schools by Level of Involvement			
Types of Involvement	A lot	Some	None	Total
Classroom volunteers				
Parents of LEP students	2.7%	44.8	52.4	100.0%
Parents of non-LEP students	24.2%	60.6	15.2	100.0%
Local business partner representatives	8.3%	48.3	43.4	100.0%
Other community members	7.3%	63.3	29.3	100.0%
School volunteers (e.g., office work, fundraising)				
Parents of LEP students	3.1%	42.4	54.5	100.0%
Parents of non-LEP students	27.3%	63.0	9.7	100.0%
Local business partner representatives	8.3%	51.9	39.8	100.0%
Other community members	6.5%	64.7	28.8	100.0%
Attendance at school functions (PTA meetings, parents nights, awards banquets, etc.)				
Parents of LEP students	17.0%	66.7	16.3	100.0%
Parents of non-LEP students	45.7%	51.9	2.4	100.0%
Providing materials and other resources (e.g., equipment, supplies, funds)				
Local business partner/other business	11.0%	59.7	29.3	100.0%
Parents/parent groups (e.g., PTA)	36.2%	51.2	12.7	100.0%
Community organizations	8.8%	64.1	27.0	100.0%

The number of respondents to these items ranged from 1364 to 1460; these were 74.3 - 79.6% of those who responded to the survey. The results are weighted to be nationally representative.

326

TABLE VII-16

Percentage of Schools Reporting a Lot of Involvement from Parents and Community Members Serving LEP Students

(School Mail Survey)

Types of Involvement	Percentage of Schools Reporting a Lot of Involvement by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Classroom volunteers					
Parents of LEP students	3.0%	1.2%	0.5%	8.6%	2.7%
Parents of non-LEP students	30.7	14.1	8.5	23.1	24.2
Local business partner representatives	9.4	7.6	5.2	6.8	8.3
Other community members	9.1	7.0	3.7	0.3	7.3
School volunteers (e.g., office work, fundraising)					
Parents of LEP students	3.5	1.1	0.4	10.3	3.1
Parents of non-LEP students	34.2	15.4	17.0	13.6	27.3
Local business partner representatives	7.5	8.5	11.2	8.5	8.3
Other community members	6.9	6.2	6.5	3.7	6.5

(continued on the next page)

TABLE VII-16

(continued)

Types of Involvement	Percentage of Schools Reporting a Lot of Involvement by Grade Level: Elementary	Middle	High	Multi-level	Total
Attendance at school functions (PTA meetings, parents nights, awards banquets, etc.)					
Parents of LEP students	21.2%	11.1%	4.1%	22.6%	17.0%
Parents of non-LEP students	53.2	37.4	31.7	26.7	45.7
Providing materials and other resources (e.g., equipment, supplies, funds)					
Local business partner/other business	11.8	9.0	9.2	12.2	11.0
Parents/parent groups (e.g., PTA)	45.3	19.4	20.7	26.5	36.2
Community organization	9.6	5.4	8.6	9.9	8.8

The number of respondents to these items ranged from 1364 to 1460; these were 74.3 - 79.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VII-17

Level of Parent/Community Involvement In the School in Specific Activities

(School Mail Survey)

Parent/Community Member Involvement in Activity	Mean Level of Involvement* by Number of LEP Students in School					
	1-9	10-29	30-99	100-299	300+	All Schools
As classroom volunteers						
Parents of LEP students	1.4	1.4	1.5	1.7	1.8	1.5
Parents of non-LEP students	2.2	2.1	2.1	2.0	1.9	2.1
Local business partner representatives	1.7	1.6	1.6	1.8	1.6	1.6
Other community members	1.9	1.7	1.7	1.8	1.7	1.8
As school volunteers (e.g., office work)						
Parents of LEP students	1.3	1.4	1.5	1.8	2.0	1.5
Parents of non-LEP students	2.2	2.2	2.2	2.1	2.1	2.2
Local business partner representatives	1.8	1.6	1.7	1.7	1.6	1.7
Other community members	1.9	1.8	1.7	1.8	1.6	1.8
Through attendance at school functions						
Parents of LEP students	1.9	2.0	2.0	2.2	2.4	2.0
Parents of non-LEP students	2.4	2.5	2.5	2.4	2.3	2.4
By providing materials and other resources						
Local business partner/other business	1.8	1.8	1.8	1.8	1.8	1.8
Parents/parent groups (e.g., PTA)	2.3	2.3	2.3	2.1	2.1	2.2
Community organizations	1.8	1.8	1.8	1.7	1.8	1.8

The number of respondents to these items ranged from 1388 - 1460; this was 75.6 - 79.6% of those who responded to the survey.

* 1=none 2=some 3=a lot

TABLE VII-18

Major Successes in Involving Parents of LEP Students in the School and in Their Children's Education

(School Telephone Interview)

Success	**Percentage of Schools**[a]
Social activities/after-school events; parent's night, open house, dinners, dances	25.1%
Teacher contact through telephone, letters, materials, home visits	20.5
Use of parents as classroom volunteers	15.4
Parent/teacher conferences	15.3
Use of parents and bilingual staff as translators	13.2
PTA/bilingual committee meetings	12.5
Parents help when needed and when asked	9.1
Parents support teachers and education in general	8.3
ESL/adult education for parents	7.4
Other	3.9
None	7.2

The number of respondents to the item was 227; this was 86.3% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VII-19

Major Problems With Involving Parents of LEP Students in the School and in Their Children's Education

(School Telephone Interview)

Problem	Percentage of Schools[a]
Parents cannot speak English	33.7%
Parents are reluctant to visit school; cultural taboos, fear, lack of information about American school system	24.5
Parents work too many hours/two jobs	21.0
Staff not bilingual, not able to translate materials	20.2
Lack of transportation	10.3
Parents not interested	5.1
Staff not culturally sensitive	0.3
No ESL for parents	0.1
Other	8.5
None	20.4

The number of respondents to the item was 223; this was 84.8% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

VIII. STUDENT OUTCOMES

This chapter presents study findings on the availability of data comparing LEP and non-LEP students and on the achievement of former LEP students.

A. Availability of Data Comparing Achievement of LEP and Other Students

The District and School Mail Questionnaires included a series of questions on the types of outcome data which were available for LEP students. Respondents were asked if the achievement of LEP and other students in specific subject areas had been compared. If not, they were asked if nonaggregated data were available which would allow such comparisons.

The results from the district respondents are shown in Table VIII-1. Less than half of the districts had performed comparative analyses in English reading, English language arts, and mathematics, and less than 20 percent had done so in science, history, and geography. Between 20 and 30 percent of the districts had nonaggregated data in each of the subjects which would allow such analyses.

Similar data from school respondents, shown in Table VIII-2, very closely parallel the district results. This correspondence may be due to the fact that policy concerning testing and data analyses are set at the district level. Table VIII-3 shows the availability of comparative analyses at different types of schools. Comparative analyses in English reading, English language arts, and mathematics were most likely to be available in elementary schools, while comparative analyses in science, history, and geography were most likely to be available in middle schools.

District administrators who indicated in the mail questionnaire that achievement test data were available for LEP students were asked in the telephone interview if all LEP students were tested and included in the data. Nine percent of those districts said not all LEP students were tested. The most common reasons for exclusion from testing or data analyses were that specific students were judged not to have sufficient English skills to take the test or that all LEP students in specific LEP categories were excluded.

District administrators were asked about the results of comparisons of LEP and non-LEP students. When grades were compared, 87 percent of relevant respondents reported that grades of LEP and non-LEP students were comparable, 9 percent reported that the grades of LEP students were lower, and four percent did not make a comparison. When district administrators were asked what teacher ratings of LEP students showed, 47 percent of respondents reported that teachers indicated that LEP students need special or additional instruction.

Respondents to the district telephone interview indicated that other data comparing LEP and other students were also available. Attendance data were available in 34 percent of all districts, grade advancement data were available in 29 percent of districts, and graduation rate data were available in 27 percent of districts.

B. Availability of Data on the Achievement of Former LEP Students

Respondents to the school mail survey were asked if information was systematically collected on the achievement of former LEP students. Table VIII-4 shows the percentage of schools by level which reported the availability of such data. Standardized achievement test results and classroom grades were both reported to be available in approximately 60 percent of schools. Criterion referenced or competency tests and grade advancement/ credit accrual were available less often, though grade advancement or credit accrual data were frequently available at the high school level (48 percent of schools).

For those schools which had achievement data on former LEP students, respondents were asked how such students compared with their non-language minority peers. The results are shown in Table VIII-5. In 53 percent of schools, former LEP students were reported to be performing at levels equal to or above their peers; in 36 percent of schools former LEP students were performing "somewhat below;" and in 6 percent of schools former LEP students were reported to be performing "considerably below" their peers. The remaining schools reported that some LEP students were performing above and some were performing below their peers.

In the district telephone interview, 45 percent of the respondents indicated that they collected data on the performance of former LEP students. Twenty-nine percent of districts examined achievement test scores, 23 percent had data on grades/report cards, and 3 percent conducted a post-graduation follow-up study. Two percent of districts reported that former LEP students were performing above the level of their peers, 74 percent of districts reported that former LEP students were performing at about the same level as their age/grade peers, and 24 percent reported that former LEP students were performing slightly below their peers.

C. Data Collected at the State Level

Data reported on the State Mail Questionnaire indicated that 48 of the 51 State Education Agencies (94 percent) obtained data from local education agencies concerning the numbers of LEP students. In addition, 44 States (86 percent) collected data on the types of instructional services offered to LEP students; 43 (84 percent) collected data on characteristics of LEP students; 34 (67 percent) collected data on how instructional services to LEP students are delivered; and 19 (37 percent) collected data on student outcomes. When asked about what additional information SEAs should receive from districts that they do not currently receive, 19 said that they should receive student outcome data. Thus, a total of 38 SEAs (75 percent) either were collecting outcome data or believed that such data should be collected. In response to an open-ended question, several SEA respondents suggested that student outcome data following exit from LEP status or LEP services should also be collected.

TABLE VIII-1

Availability of Data on the Achievement of LEP Students in Specific Subject Areas

(District Mail Survey)

	Percentage of Districts in Availability of Data			
Subject Areas	**Comparison of LEP and non-LEP students**	**Nonaggregated data but no comparative data analysis**	**No analysis and no data**	**Total**
English reading	44.7%	29.5	25.8	100.0%
English language arts	41.2%	29.3	29.5	100.0%
Mathematics	44.3%	29.7	26.0	100.0%
Science	18.7%	26.4	54.9	100.0%
History	16.8%	22.5	60.7	100.0%
Geography	11.2%	20.3	68.5	100.0%
Other	1.3%	1.4	97.3	100.0%

The number of respondents to these items ranged from 707 to 745; these were 94.9 - 100.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VIII-2

Availability of Data on the Achievement of LEP Students in Specific Subject Areas

(School Mail Survey)

	Percentage of Schools in Availability of Data			
Subject Areas	**Comparison of LEP and non-LEP students**	**Nonaggregated data but no comparative data analysis**	**No analysis and no data**	**Total**
English reading	47.1%	27.5	25.4	100.0%
English language arts	45.6%	25.2	29.3	100.0%
Mathematics	44.6%	28.1	27.3	100.0%
Science	22.8%	21.4	55.8	100.0%
History	17.7%	17.2	65.1	100.0%
Geography	13,9%	14.4	71.7	100.0%
Other	3.5%	2.2	94.3	100.0%

The number of respondents to these items ranged from 1343 to 1368; these were 73.2- 74.5% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VIII-3

Availability of Comparisons of LEP and Non-LEP Students in Specific Subject Areas by Level of School

(School Mail Survey)

	Percentage of Schools by Grade Level[a]				
Subject Areas	Elementary	Middle	High	Multi-level	Total
English reading	50.4%	43.9%	37.0%	46.5%	47.1%
English language arts	49.1	41.2	35.3	46.8	45.6
Mathematics	48.0	40.6	33.1	48.3	44.6
Science	21.9	26.9	17.1	33.6	22.8
History	14.9	24.9	16.6	28.3	17.7
Geography	12.4	17.9	11.2	23.6	13.9
Other	3.9	3.6	2.4	1.8	3.5

The number of respondents to these items ranged from 1343 to 1368; these were 73.2- 74.5% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VIII-4

Types of Data Available on the Performance of Former LEP Students

(School Mail Survey)

	Percentage of Schools by Grade Level[a]				
Types of Data	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Standardized achievement tests	66.5%	62.0%	58.1%	67.5%	62.9%
Criterion referenced tests/competency tests	37.5	33.3	38.6	38.9	36.7
Classroom grades	60.4	58.9	62.8	62.7	60.9
Grade advancement/credit accrual	23.7	31.7	48.0	35.7	34.1
Other	2.6	5.2	4.5	5.6	4.1

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VIII-5

Performance of Former LEP Students Compared to Their Non-Language-Minority Peers

(School Mail Survey)

	Percentage of Schools by Grade Level				
Results	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Above or equal	55.3%	47.9%	50.6%	47.9%	52.9%
Somewhat below	31.4	42.1	39.5	50.6	35.7
Considerably below	5.9	9.1	3.0	0.3	5.5
Other	7.5	1.0	7.0	1.2	5.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 865; these were 47.1% of those who responded to the survey. The results are weighted to be nationally representative.

APPENDIX: DESCRIPTIONS OF SERVICE TYPES

Type 1: No Special or Additional Services

Type 2: Additional Services Not Specific to LEP Students

Type 3: Some Special Services Provided All in English

Type 4: Some Special Services With Some Instruction Using the Native Language

Type 5: Some Special Services With Significant Use of the Native Language for Instruction

Type 6: Intensive Special Services Provided All in English

Type 7: Intensive Special Services With Some Instruction Using the Native Language

Type 8: Intensive Special Services With Significant Use of the Native Language for Instruction

Service Type 1

No Special or Additional Services

Service Type 1
No Special or Additional Services

Type 1 is defined by the absence of any special instructional services being offered to LEP students. It may or may not include special monitoring of such students. Some students who were designated as LEP but had exited LEP services were likely included in this type. Approximately 2 percent of LEP students nationwide were projected to be served through this service type.

Thirty-nine percent of school administrators reported in a telephone interview that although no special services are offered, one goal for the LEP students was to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 1 services had been offered in the school was 9.3.

Table 1-1 shows the distribution by grade of LEP students in this type. Most of the LEP students in this type are in the higher grade levels. The English proficiency levels of LEP students receiving this type are shown in Table 1-2. Almost all of the students receiving this service were rated as having limited proficiency, rather than very limited or no proficiency. The typical length of time which students receive this service type is shown in Table 1-3. The mean length of this service was 2.5 years.

Respondents were asked about the extent to which the English used in this type was adapted for LEP students. There was no adaptation for 85 percent of students. For the remaining 15 percent of students, there was some adaptation. The service delivery structures used for this service type are shown in Table 1-4. In elementary schools, main classroom only was the most common structure, while for middle and high schools both separate content classes and main classroom only were frequently used.

Table 1-5 shows data from the school telephone interview concerning the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. Multiple-period classes in this service type differed from those in other service types in that in such classes LEP students were not in the majority. In general, Type 1 services had fewer than the average number of LEP students across all settings.

Administrators were asked what type of instruction LEP students who were served in a main classroom plus pull-out service delivery structure received when they moved from one teacher to another for special periods of instruction. The majority of respondents said that students received parallel instruction when they were out of the main class, but noted that sometimes electives and foreign language classes were missed.

Table 1-6 shows the instructional staff (in addition to main teachers) who assist in this service type according to data collected in the mail questionnaire. The number of elementary students reported to be receiving assistance from pullout teachers (70 percent) seems questionable given the lack of such service structures reported in Table 1-4. In general, however, LEP students in this service type apparently received a considerable amount of in-class assistance.

Table 1-7 shows the mean number of hours of instruction which LEP students in this service type receive in specific content areas. Elementary students received approximately 10 hours of English instruction, while high school received approximately 5 hours. On the other hand, high school students received more instruction in other subjects such as art, music, and vocational education.

TABLE 1-1

Number of LEP Students at Each Grade Level Receiving Type 1 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	2,381	5.6%
1st grade	1,623	3.8
2nd grade	2,168	5.1
3rd grade	2,882	6.7
4th grade	2,185	5.1
5th grade	1,526	3.6
6th grade	2,722	6.4
7th grade	4,038	9.4
8th grade	3,473	8.1
9th grade	6,363	14.9
10th grade	5,066	11.8
11th grade	4,223	9.9
12th grade	4,106	9.6
Ungraded	24	0.1
Total	42,778	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 1-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 1 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	2.5%	0.3%	2.6%	0.0%	1.8%
Very limited proficiency	5.1	0.6	10.6	0.4	5.8
Limited proficiency	92.4	99.1	86.8	99.6	92.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 1-3

Most Typical Length of Time Which LEP Students Receive Type 1 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	49.0%	29.0%	33.5%	33.8%	37.1%
2 - 2.9 years	5.5	34.6	44.2	0.0	29.1
3 - 3.9 years	7.5	36.4	0.3	0.0	11.0
4 years and more	37.9	0.0	22.0	66.2	22.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	2.9	2.1	2.4	3.1	2.5

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 1-4

Most Common Service Delivery Structure for LEP Students Receiving Type 1 Service
(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom only	84.9%	23.8%	47.4%	35.9%	52.2%
Main classroom plus pullout	15.1	0.8	1.5	0.0	5.4
Multiple-period class plus other classes	0.0	13.1	6.9	0.0	6.2
Separate content classes	0.0	61.2	44.1	64.1	35.8
Other	0.0	1.2	0.0	0.0	0.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 1-5

Composition of Classes in Which LEP Students in Type 1 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	65.1%	1.9	21.6	1.1	25.0
Pull-out	27.9%	2.6	2.8	0.0	5.3
Multiple period	4.3%	4.0	21.0	0.0	25.0
Content class	29.7%	3.9	19.6	1.8	25.3

The number of respondents to the item ranged from 1 - 13; these were 4 - 52% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 1-6

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 1 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Pullout teacher	69.9%	2.4%	13.6%	0.0%	26.2%
In-class resource teacher	57.2	45.7	18.3	0.0	34.7
In-class aide	75.5	67.0	62.4	9.4	66.2
Designated student peer or "buddy"	53.6	15.6	27.0	9.4	31.4
Other	5.8	16.9	23.6	100.0	18.5

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 1-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 1 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	0.0	0.0	0.0	0.0	0.0
Regular English language arts	9.7	7.2	5.2	7.0	7.2
Instruction in reading, writing, other language arts in the native language of the students	0.0	0.0	0.3	1.1	0.1
Mathematics	4.9	4.8	4.9	4.9	4.8
Science	3.6	4.0	4.9	4.9	4.3
Social studies	3.5	4.8	5.0	4.9	4.5
Other subjects (e.g., music, art, vocational education)	5.0	6.8	9.7	10.0	7.6
Total hours academic instruction per week	27.2	27.9	30.0	32.6	28.7

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 2

Additional Services Not Specific to LEP Students

Service Type 2
Additional Services, Not Specific to LEP Students

Type 2 is defined by a range of special services which are provided to LEP students but which are not specifically designed for such students. The services offered include in-class aides, Chapter 1 or other resource teachers, tutoring, or special education services. Approximately 1 percent of LEP students nationwide were projected to be in this type.

Twenty-eight percent of telephone interview respondents said one goal for the LEP students in Type 2 services was to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 2 services had been offered in the school was 6.5.

Table 2-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are fewer students in Kindergarten and more in first grade and ungraded settings. These findings are probably related to the presence of special education services in this type, which sometimes use ungraded settings. The English proficiency levels of students in this type are shown in Table 2-2. Most of the students were rated as having limited proficiency, although 32 percent of the students in the type had very limited or no proficiency in English. The typical length of time which students receive this service type is shown in Table 2-3. The mean length of this service was 2.5 years.

According to respondents, there was no adaptation of the English used with 35 percent of the LEP students in this type, some adaptation of the English used for 50 percent of LEP students, and frequent and consistent adaptation for 15 percent of students. The service delivery structures used for this service type are shown in Table 2-4. Main classroom plus pullout is the most common structure for students in elementary and multi-level schools, while separate content classes was the most common structure for middle and high school students. Table 2-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. Pullout teachers and in-class aides were very common for elementary and middle school students, while student peers were frequently used at the high school level.

Table 2-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. LEP students in this service type were those least likely to receive services in multiple period classes. This service type generally had the fewest LEP students in the various types of instructional settings.

Administrators were asked what type of instruction LEP students missed in the main classroom when they moved from one teacher to another for special periods of instruction. Students most frequently missed content area classes such as math, science, or social studies in their main classrooms. Most respondents, however, said that the same subjects were not consistently missed. Students instructed in multiple-period classes plus other classes, or in separate content area classes most frequently missed electives or foreign language instruction when they attended special instructional services for LEP students.

Table 2-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. The small amount of ESL instruction which was listed did not qualify students for inclusion in Service Type 3. Students at the high school level received less English instruction than did elementary students, and received more instruction in subjects such as art, music, and vocational education. Table 2-8 shows what happens to students in this service type-when they exit LEP status. They are most likely to exit to mainstream classrooms with no special remedial services, but with follow-up.

TABLE 2-1

Number of LEP Students at Each Grade Level Receiving Type 2 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	3,032	9.9%
1st grade	4,877	15.9
2nd grade	3,363	11.0
3rd grade	3,462	11.3
4th grade	2,462	8.0
5th grade	2,788	9.1
6th grade	2,098	6.9
7th grade	1,829	6.0
8th grade	1,950	6.4
9th grade	1,039	3.4
10th grade	1,018	3.3
11th grade	957	3.1
12th grade	774	2.5
Ungraded	962	3.1
Total	30,611	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 2-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 2 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	14.6%	4.9%	24.8%	12.7%	14.0%
Very limited proficiency	21.5	8.9	14.0	13.5	17.7
Limited proficiency	63.8	86.1	61.1	73.8	68.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 2-3

Most Typical Length of Time Which LEP Students Receive Type 2 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	25.8%	15.6%	35.6%	38.1%	25.5%
2 - 2.9 years	22.6	63.5	18.0	17.4	29.1
3 - 3.9 years	48.4	14.2	4.0	23.8	38.4
4 years and more	3.1	6.8	42.4	20.6	7.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	2.6	2.2	2.5	2.6	2.5

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 2-4

Most Common Service Delivery Structure for LEP Students Receiving Type 2 Service

(School Mail Survey)

Service Delivery Structure	Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Main classroom only	29.3%	4.0%	30.3%	2.4%	23.7%
Main classroom plus pullout	70.4	21.0	1.5	78.6	55.4
Multiple-period class plus other classes	0.0	13.8	3.5	3.1	2.8
Separate content classes	0.0	55.9	60.7	7.9	16.2
Other	0.2	5.2	4.0	8.0	1.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 2-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 2 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

Types of Persons	Percentage of LEP Students by Grade Level[a] Elementary	Middle	High	Multi-level	Total
Pullout teacher	80.3%	27.1%	54.4%	37.8%	67.3%
In-class resource teacher	21.2	13.4	38.8	16.3	21.5
In-class aide	59.8	42.0	81.1	74.7	60.3
Designated student peer or "buddy"	3.8	14.0	69.9	0.0	11.3
Other	42.2	57.0	41.0	28.3	43.3

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 2-6

Composition of Classes in Which LEP Students in Type 2 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	84.2%	2.4	23.1	0.6	26.0
Pull-out	46.2%	1.0	0.4	0.0	1.4
Multiple period	0.0%	0.0	0.0	0.0	0.0
Content class	15.8%	1.6	19.9	0.4	22.0

The number of respondents to the item ranged from 5 - 7; these were 38.5 - 53.8% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 2-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 2 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	1.8	0.4	0.5	1.5	1.3
Regular English language arts	9.6	6.3	5.1	4.5	7.6
Instruction in reading, writing, other language arts in the native language of the students	0.2	0.0	0.0	1.8	0.3
Mathematics	4.1	4.3	5.1	4.6	4.4
Science	3.2	3.9	5.0	3.6	3.7
Social studies	3.4	3.9	5.0	3.6	3.8
Other subjects (e.g., music, art, vocational education)	3.2	5.6	9.7	5.5	4.9
Total hours academic instruction per week	26.0	24.1	30.8	28.3	26.5

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 2-8

Status of LEP Students That Receive Type 2 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	Elementary	Middle	High	Multi-level	Total
Move to a mainstream classroom with special transitional services for newly exited LEP students	0.0%	0.1%	8.5%	15.2%	2.2%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	43.2	22.6	0.8	13.2	32.5
Exit to mainstream classrooms with no special remedial services, but with follow-up	41.4	59.0	60.8	62.7	48.2
Exit to mainstream classrooms with no follow-up	0.7	6.0	0.1	5.5	1.8
Remain within this service type as an English-proficient student	12.5	8.6	5.0	3.4	10.3
Enter one of several equally likely alternatives	2.2	0.0	13.7	0.0	3.0
Other	0.0	3.8	11.2	0.0	2.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 3

Some Special Services Provided All in English

Service Type 3
Some Special Services Provided All in English

Type 3 is defined by a range of special services which are provided to LEP students and which are specifically designed for such students. However, the services are provided primarily in contexts not designed for LEP students, and virtually all of the instruction is in English. The services offered include special aides for LEP students, special LEP Chapter 1 or other resource teachers, or ESL instruction provided for less than 10 hours per week. Approximately 17 percent of LEP students nationwide were projected to be in this type.

Twenty-five percent of telephone interview respondents said one goal for the LEP students in type 3 services was to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 3 services had been offered in the school was 7.2.

Table 3-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are more students in elementary grades and fewer in high school grades. The English proficiency levels of students receiving this type are shown in Table 3-2. Most of the students were rated as having limited proficiency, although 45 percent of the students in the type had very limited or no proficiency in English. Thirty-seven percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 3-3. The mean length of this service was 2.7 years.

According to respondents, there was no adaptation of the English used with 21 percent of the LEP students in this type. There was some adaptation of the English used for 43 percent of LEP students, and frequent and consistent adaptation for 36 percent of students. The service delivery structures used for this service type are shown in Table 3-4. Main classroom plus pullout is the most common structure for students in elementary schools, while separate content classes was the most common structure for high school students. Table 3-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. Pullout teachers and in-class aides were very common for elementary students, while in-class aides were most commonly employed at the middle and high school levels.

Table 3-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. As cited above, Service Type 3 used the main classroom plus pull-out setting more than any other service type.

Respondents said that when LEP students missed instruction in their main classroom to receive special LEP instruction, they most frequently missed English language arts or content area classes. Students in multiple-period classes plus other classes, or content area classes primarily received parallel instruction in these subject areas when they attended special LEP instruction.

Table 3-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. English instruction was approximately evenly split between ESL and regular English language arts, and there was a small amount of native language arts instruction. Table 3-8 shows what happens to students in this service type when they exit LEP status. They are most likely to exit to mainstream classrooms with no special remedial services, but with follow-up.

TABLE 3-1

Number of LEP Students at Each Grade Level Receiving Type 3 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	64,239	16.0%
1st grade	61,367	15.3
2nd grade	54,946	13.7
3rd grade	39,376	9.8
4th grade	40,366	10.1
5th grade	35,651	8.9
6th grade	23,592	5.9
7th grade	17,110	4.3
8th grade	16,307	4.1
9th grade	17,511	4.4
10th grade	12,336	3.1
11th grade	9,258	2.3
12th grade	7,175	1.8
Ungraded	1,802	0.4
Total	401,037	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 3-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 3 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	25.5%	16.0%	15.5%	19.3%	23.2%
Very limited proficiency	23.0	18.3	20.6	13.8	21.7
Limited proficiency	51.3	65.7	63.9	66.9	55.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 3-3

Most Typical Length of Time Which LEP Students Receive Type 3 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	13.6%	26.5%	37.7%	30.0%	18.3%
2 - 2.9 years	38.1	32.6	34.7	28.0	36.6
3 - 3.9 years	25.6	22.6	17.6	34.0	25.0
4 years and more	22.7	18.2	10.1	8.0	20.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	2.8	2.6	2.1	2.6	2.7

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 3-4

Most Common Service Delivery Structure for LEP Students Receiving Type 3 Service

(School Mail Survey)

Service Delivery Structure	Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Main classroom only	18.4%	21.7%	21.2%	9.2%	18.5%
Main classroom plus pullout	79.0	19.2	7.7	47.3	64.3
Multiple-period class plus other classes	1.4	23.5	17.8	23.8	6.4
Separate content classes	1.2	32.2	52.3	19.6	10.4
Other	0.0	3.3	1.0	0.0	0.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 3-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 3 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Pullout teacher	61.2%	34.3%	15.3%	51.6%	54.5%
In-class resource teacher	23.1	7.6	12.2	21.6	20.8
In-class aide	60.8	52.7	52.7	39.7	58.2
Designated student peer or "buddy"	48.1	45.6	43.7	49.7	47.6
Other	18.2	15.0	17.3	31.7	18.7

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 3-6

Composition of Classes in Which LEP Students in Type 3 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	76.4%	3.3	20.4	1.5	25.2
Pull-out	73.6%	5.5	0.4	0.5	6.4
Multiple period	6.0%	18.6	0.2	0.0	18.8
Content class	21.6%	4.1	13.5	3.5	21.2

The number of respondents to the item ranged from 9 - 48; these were 11.8 - 63.2% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 3-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 3 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	3.8	4.5	4.8	4.9	4.0
Regular English language arts	6.3	3.2	2.8	5.2	5.5
Instruction in reading, writing, other language arts in the native language of the students	1.3	0.4	0.3	0.3	1.1
Mathematics	4.7	4.5	4.7	4.4	4.6
Science	3.4	4.4	4.7	3.5	3.6
Social studies	3.6	4.2	4.7	3.6	3.8
Other subjects (e.g., music, art, vocational education)	4.0	7.3	6.9	4.2	4.6
Total hours academic instruction per week	27.5	28.6	29.2	26.1	27.7

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 3-8

Status of LEP Students That Receive Type 3 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	Elementary	Middle	High	Multi-level	Total
Move to a mainstream classroom with special transitional services for newly exited LEP students	2.6%	12.0%	11.4%	15.4%	5.4%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	12.2	11.5	5.9	37.6	13.1
Exit to mainstream classrooms with no special remedial services, but with follow-up	61.9	51.9	64.4	29.6	59.1
Exit to mainstream classrooms with no follow-up	8.6	16.6	7.2	11.6	9.4
Remain within this service type as an English-proficient student	3.6	2.7	1.3	0.9	3.1
Enter one of several equally likely alternatives	3.0	2.4	4.4	4.9	3.3
Other	8.0	2.9	5.4	0.0	6.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 4

Some Special Services With Some Instruction Using the Native Language

Service Type 4
Some Special Services With Some Instruction Using the Native Language

Type 4 is similar to Type 3 except for the amount of native language use. The type is defined by a range of special services which are provided to LEP students and which are specifically designed for such students. However, the services are provided primarily in contexts not designed for LEP students. In this service type there is some native language use but not enough to qualify as "significant" (i.e., use was less than 50 percent in one academic subject, or 25 percent in math, science, and social studies combined). The special services offered include special aides for LEP students, special LEP Chapter 1 or other resource teachers, or ESL instruction provided for less than 10 hours per week. Approximately 6 percent of LEP students nationwide were projected to be in this type.

Thirty-seven percent of telephone interview respondents said one goal for the LEP students in Type 4 services was to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 4 services had been offered in the school was 8.3.

Table 4-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are more students in grades 4-6 and fewer in high school grades. The English proficiency levels of students receiving this type are shown in Table 4-2. Most of the students were rated as having limited proficiency, although 42 percent of the students in the type had very limited or no proficiency in English. Fifty-six percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 4-3. The mean length of this service was 3.2 years.

According to respondents, there was no adaptation of the English used with 18 percent of the LEP students in this type, some adaptation of the English used for 56 percent of LEP students, and frequent and consistent adaptation for 26 percent of students. The service delivery structures used for this service type are shown in Table 4-4. Main classroom plus pullout is the most common structure for students in elementary schools. Table 4-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. In-class aides and student peers or "buddies" were very common.

Table 4-6 shows data from the school telephone interview concerning the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. Type 4 services reported using the main class setting less frequently than any of the other service types, and separate content classes more frequently than the rest.

Students who received main classroom plus pull-out instruction most frequently missed electives or foreign language classes when they attended special LEP instructional services. Those students in multiple-period classes plus other classes or content area classes also primarily missed those same subjects, as well as English language arts.

Table 4-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. English instruction was approximately evenly split between ESL and regular English language arts, and there was a significant amount of native language arts instruction. Table 4-8 shows the mean percentage of native language use in specific content areas. Native languages were used about 50 percent of the time in native language arts instruction, and about 15 percent of the time in ESL. Table 4-9 shows what happens to students in this service type when they exit LEP status. They are most likely to exit to mainstream classrooms with no special remedial services, but with follow-up, but they also often remain in the same service type as an English proficient student.

When students in this service type were exited from LEP status, they were most likely to have received sheltered instruction from an ESL or bilingual teacher. The remedial services offered to these students were most frequently in the form of tutoring or homework assistance. Follow-up monitoring of LEP students exited from this service type generally consisted of reviewing grades or achievement scores.

TABLE 4-1

Number of LEP Students at Each Grade Level Receiving Type 4 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	17,657	11.9%
1st grade	18,919	12.8
2nd grade	15,878	10.7
3rd grade	12,661	8.6
4th grade	15,062	10.2
5th grade	15,914	10.8
6th grade	14,607	9.9
7th grade	7,906	5.3
8th grade	7,635	5.2
9th grade	7,590	5.1
10th grade	6,155	4.2
11th grade	4,128	2.8
12th grade	2,760	1.9
Ungraded	946	0.6
Total	147,815	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 4 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	20.4%	17.2%	25.1%	18.3%	20.5%
Very limited proficiency	21.6	17.5	23.5	25.8	21.7
Limited proficiency	58.0	65.3	51.3	55.9	57.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-3

Most Typical Length of Time Which LEP Students Receive Type 4 Service
(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Less than 2 years	14.4%	13.7%	15.9%	32.3%	16.2%
2 - 2.9 years	27.6	32.3	44.0	7.5	28.5
3 - 3.9 years	24.9	42.1	13.5	21.5	24.6
4 years and more	33.1	11.9	26.6	38.7	30.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	3.4	2.8	2.6	3.1	3.2

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-4

Most Common Service Delivery Structure for LEP Students Receiving Type 4 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom only	36.6%	5.8%	42.6%	32.2%	33.2%
Main classroom plus pullout	58.1	18.4	3.8	61.0	46.3
Multiple-period class plus other classes	4.4	25.6	18.3	0.0	8.5
Separate content classes	0.9	47.3	35.3	6.7	11.7
Other	0.0	2.9	0.0	0.0	0.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 4 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Pullout teacher	41.1%	31.5%	14.4%	51.4%	38.0%
In-class resource teacher	12.7	13.6	9.8	17.7	12.9
In-class aide	71.6	47.0	74.1	43.2	66.8
Designated student peer or "buddy"	39.4	48.4	49.8	33.6	41.0
Other	13.7	17.5	23.2	39.3	17.6

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 4-6

Composition of Classes in Which LEP Students in Type 4 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	54.0%	4.8	15.3	4.1	24.2
Pull-out	40.7%	6.7	0.0	0.0	6.7
Multiple period	12.7%	13.7	0.5	0.4	14.6
Content class	40.9%	5.8	13.3	1.6	20.7

The number of respondents to the item ranged from 5 - 17; these were 15.2 - 51.5% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 4-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 4 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	Elementary	Middle	High	Multi-level	Total
English as a Second Language/Special instruction in English language arts for LEP students	3.7	5.0	4.6	4.0	4.0
Regular English language arts	4.8	3.3	2.2	2.9	4.1
Instruction in reading, writing, other language arts in the native language of the students	4.0	0.8	2.3	2.3	3.2
Mathematics	4.6	4.6	4.7	3.1	4.5
Science	3.4	4.5	4.7	2.5	3.6
Social studies	3.4	4.5	4.7	3.8	3.8
Other subjects (e.g., music, art, vocational education)	4.7	5.8	6.4	5.6	5.2
Total hours academic instruction per week	27.8	27.7	28.8	33.7	28.5

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-8

Mean Percentage of Native Language Used for Instruction of LEP Students Receiving Type 4 Service

(School Mail Survey)

Content Area	Mean Percentage of Native Language Used by Grade Level				
	Elementary	Middle	High	Multi-level	Total
English as a Second Language/Special instruction in English language arts for LEP students	14.1%	19.4%	10.4%	17.8%	14.6%
Regular English language arts	9.5	10.3	10.7	21.5	11.1
Instruction in reading, writing, other language arts in the native language of the students	51.7	32.6	77.7	17.6	50.3
Mathematics	10.3	2.0	2.0	13.7	8.2
Science	6.5	2.6	1.7	6.4	5.2
Social studies	6.6	2.7	2.1	4.3	5.2
Other subjects (e.g., music, art, vocational education)	7.4	2.2	7.1	11.7	6.9

The number of respondents to these items ranged from 641 to 1266; there were 34.9 - 69.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 4-9

Status of LEP Students That Receive Type 4 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Move to a mainstream classroom with special transitional services for newly exited LEP students	6.6%	11.4%	31.8%	43.4%	13.7%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	25.6	8.6	5.3	30.1	21.3
Exit to mainstream classrooms with no special remedial services, but with follow-up	25.2	39.4	33.2	18.0	27.4
Exit to mainstream classrooms with no follow-up	4.5	3.4	4.8	0.2	4.0
Remain within this service type as an English-proficient student	28.0	30.3	8.4	8.2	24.0
Enter one of several equally likely alternatives	1.9	3.0	13.2	0.0	3.3
Other	8.2	3.9	3.2	0.0	6.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 5

Some Special Services With Significant Use of the Native Language for Instruction

Service Type 5
Some Special Services With Significant Use of the Native Language for Instruction

Type 5 is similar to Type 3 and Type 4 services except for the amount of native language use. The type is defined by a range of special services which are provided to LEP students and which are specifically designed for such students. However, the services are provided primarily in contexts not designed for LEP students. In this service type there is significant native language use (i.e., 50 percent in one academic subject, or 25 percent in math, science, and social studies combined). The special services offered include special aides for LEP students, special LEP Chapter 1 or other resource teachers, or ESL instruction provided for less than 10 hours per week. Approximately 3 percent of LEP students nationwide were projected to be in this type.

Forty-six percent of telephone interview respondents said one goal for the LEP students in type 5 services is to for them to become competent in more than one language (i.e. English and their native language), the service type second most likely to promote this as a goal. The mean number of years for which Type 5 services had been offered in the school was 7.8.

Table 5-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are more students in grades K-4 and 9-12 and fewer in middle school grades. The English proficiency levels of students receiving this type are shown in Table 5-2. Most of the students had very little or no proficiency in English. Sixty-nine percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 5-3. The mean length of this service was 2.6 years.

According to respondents, there was no adaptation of the English used with 12 percent of the LEP students in this type, some adaptation of the English used for 34 percent of LEP students, and frequent and consistent adaptation for 54 percent of students. The service delivery structures used for this service type are shown in Table 5-4. Main classroom only was the most common structure for students in elementary and middle schools. The predominant service structure for high school students was multiple-period class plus other classes. Table 5-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. In-class aides were very common for all grade levels, and pullout teachers and student peers were commonly employed in high schools.

Table 5-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. As cited above, Type 5 services were most likely to use the main classroom setting.

Respondents said that for multiple-period plus other classes and content area classes, the instructional services students most frequently missed when attending special LEP instructional periods were physical education, music, or art.

Table 5-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. English instruction was approximately evenly split between ESL and regular English language arts, and there was a significant amount of native language arts instruction. High school students in this service type received very little instruction in such areas as art, music, and vocational education. Table 5-8 shows the mean percentage of native language use in specific content areas. In elementary schools, native languages were used more than 50 percent of the time in mathematics, science, and social studies. Native language use was considerably less in middle schools and high schools. Table 5-9 shows what happens to students in this service type when they exit LEP status. They are most likely either to move to a mainstream class with special transitional services for LEP students or to exit to mainstream classrooms with no special remedial services, but with follow-up.

TABLE 5-1

Number of LEP Students at Each Grade Level Receiving Type 5 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	9,948	15.6%
1st grade	9,727	15.3
2nd grade	6,512	10.2
3rd grade	7,673	12.1
4th grade	5,275	8.3
5th grade	3,655	5.7
6th grade	2,450	3.9
7th grade	1,630	2.6
8th grade	1,482	2.3
9th grade	5,649	8.9
10th grade	3,932	6.2
11th grade	2,798	4.4
12th grade	2,579	4.1
Ungraded	260	0.4
Total	63,570	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 5 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	50.4%	23.2%	82.5%	26.8%	56.7%
Very limited proficiency	22.9	33.8	8.0	25.5	19.6
Limited proficiency	26.7	42.9	9.5	47.7	23.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-3

Most Typical Length of Time Which LEP Students Receive Type 5 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	21.0%	48.0%	4.6%	1.7%	17.9%
2 - 2.9 years	15.1	10.9	4.4	28.7	12.1
3 - 3.9 years	56.1	34.7	90.7	62.2	64.4
4 years and more	7.8	6.5	0.3	7.4	5.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	2.5	2.2	2.9	2.9	2.6

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-4

Most Common Service Delivery Structure for LEP Students Receiving Type 5 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom only	50.8%	40.2%	9.5%	60.2%	40.7%
Main classroom plus pullout	39.9	29.4	3.3	37.9	30.7
Multiple-period class plus other classes	6.3	5.2	84.7	1.8	24.3
Separate content classes	0.2	24.0	2.1	0.0	2.2
Other	2.9	1.1	0.5	0.0	2.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 5 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	Elementary	Middle	High	Multi-level	Total
Pullout teacher	36.8%	6.4%	77.7%	32.1%	44.5%
In-class resource teacher	14.5	32.3	12.1	1.8	14.6
In-class aide	87.3	51.8	93.2	55.8	85.9
Designated student peer or "buddy"	48.9	28.5	92.3	8.7	56.9
Other	16.5	8.1	4.3	44.2	13.8

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 5-6

Composition of Classes in Which LEP Students in Type 5 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	95.3%	2.8	20.4	0.8	23.9
Pull-out	58.2%	9.6	0.0	0.0	9.6
Multiple period	2.7%	21.0	0.0	3.5	24.5
Content class	1.4%	3.0	24.0	3.0	30.0

The number of respondents to the item ranged from 1 - 8; these were 8.3 - 66.7% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 5-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 5 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	Elementary	Middle	High	Multi-level	Total
English as a Second Language/Special instruction in English language arts for LEP students	4.3	4.4	6.1	3.5	4.8
Regular English language arts	6.6	2.3	4.3	3.2	5.8
Instruction in reading, writing, other language arts in the native language of the students	4.2	1.2	4.7	3.7	4.2
Mathematics	3.7	4.0	5.0	4.6	4.0
Science	2.8	4.2	5.0	4.6	3.5
Social studies	2.9	4.2	5.0	4.6	3.5
Other subjects (e.g., music, art, vocational education)	4.3	7.0	0.3	6.5	2.9
Total hours academic instruction per week	28.7	29.3	29.8	29.6	29.0

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-8

Mean Percentage of Native Language Used for Instruction of LEP Students Receiving Type 5 Service

(School Mail Survey)

Content Area	Mean Percentage of Native Language Used by Grade Level				
	Elementary	Middle	High	Multi-level	Total
English as a Second Language/Special instruction in English language arts for LEP students	45.7%	63.7%	7.0%	35.5%	35.6%
Regular English language arts	29.8	34.4	1.5	30.4	19.5
Instruction in reading, writing, other language arts in the native language of the students	84.1	75.5	2.2	57.3	62.6
Mathematics	77.0	28.4	35.7	42.5	63.3
Science	72.3	24.5	35.2	35.4	59.7
Social studies	72.0	24.0	35.1	35.4	59.4
Other subjects (e.g., music, art, vocational education)	3.8	13.9	11.6	19.0	6.1

The number of respondents to these items ranged from 641 to 1266; there were 34.9 - 69.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 5-9

Status of LEP Students That Receive Type 5 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	Elementary	Middle	High	Multi-level	Total
Move to a mainstream classroom with special transitional services for newly exited LEP students	17.6%	28.3%	88.3%	6.5%	34.8%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	4.9	10.7	5.0	0.3	5.2
Exit to mainstream classrooms with no special remedial services, but with follow-up	39.5	31.7	6.0	39.5	31.0
Exit to mainstream classrooms with no follow-up	6.3	12.6	0.0	27.2	5.7
Remain within this service type as an English-proficient student	3.6	0.3	0.5	0.0	2.6
Enter one of several equally likely alternatives	10.4	16.0	0.3	26.5	8.7
Other	17.7	0.4	0.0	0.0	11.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 6

Intensive Special Services Provided All in English

Service Type 6
Intensive Special Services Provided All in English

Type 6 is defined by a range of special services which are specifically designed for LEP students and which are provided primarily in contexts focused on LEP students. However, virtually all of the instruction is in English. The special services in this type include ESL instruction offered for 10 or more hours per week and instruction in content areas which is specifically designed for LEP students. Approximately 13 percent of LEP students nationwide were projected to be in this type.

A small percentage of telephone interview respondents (16 percent) indicated that a goal for the LEP students in Type 6 services is to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 6 services had been offered in the school was 6.7.

Table 6-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are more students in grades 7-12 and fewer in elementary grades. The English proficiency levels of students receiving this type are shown in Table 6-2. Approximately half of the students were rated as having limited proficiency. The remainder had very limited or no proficiency in English. Thirty-nine percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 6-3. The mean length of this service was 2.6 years.

According to respondents, there was no adaptation of the English used with 8 percent of the LEP students in this type, some adaptation of the English used for 40 percent of LEP students, and frequent and consistent adaptation for 52 percent of students. The service delivery structures used for this service type are shown in Table 6-4. Main classroom only and with pull-out were the most common structures for students in elementary schools; multiple period classes and separate content classes were most common in middle and high schools. Table 6-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. In-class aides were very common for all grade levels.

Table 6-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. This service type had the second most frequent use of the multiple-period instructional setting.

More than 35 percent of the main class plus pull-out students who missed instruction to attend special LEP instructional periods missed English language arts on a consistent basis. Those students who received multiple-period classes plus other classes or content area class instruction missed content area classes to attend special LEP instructional classes.

Table 6-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. English instruction was primarily provided as ESL rather than regular English language arts, and there was only a small amount of native language arts instruction. Table 6-8 shows the percentage of students who received instruction in content areas that was specifically designed for LEP students. Special content or approaches for LEP students were more likely to be used in social studies classes than in math or science. Table 6-9 shows what happens to students in this service type when they exit LEP status. They are most likely either to exit to mainstream classrooms with no special remedial services, but with follow-up, or to move to a mainstream class with special transitional services for LEP students.

TABLE 6-1

Number of LEP Students at Each Grade Level Receiving Type 6 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	30,589	10.0%
1st grade	29,305	9.6
2nd grade	26,773	8.7
3rd grade	22,494	7.3
4th grade	20,009	6.5
5th grade	16,987	5.6
6th grade	20,308	6.6
7th grade	25,484	8.3
8th grade	23,527	7.7
9th grade	30,814	10.1
10th grade	26,444	8.6
11th grade	19,520	6.4
12th grade	11,684	3.8
Ungraded	2,113	0.7
Total	306,052	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 6-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 6 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	23.6%	20.7%	26.4%	34.3%	24.2%
Very limited proficiency	22.0	23.4	30.5	24.5	24.5
Limited proficiency	54.4	55.9	43.0	41.2	51.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 6-3

Most Typical Length of Time Which LEP Students Receive Type 6 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	25.6%	37.2%	17.9%	6.2%	24.9%
2 - 2.9 years	31.3	36.3	33.0	36.5	32.9
3 - 3.9 years	24.8	12.7	39.3	37.0	26.7
4 years and more	18.3	13.8	9.8	20.4	15.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	2.6	2.2	2.6	3.3	2.6

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 6-4

Most Common Service Delivery Structure for LEP Students Receiving Type 6 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom only	43.0%	18.2%	21.7%	50.4%	32.6%
Main classroom plus pullout	47.7	6.9	1.7	12.6	25.7
Multiple-period class plus other classes	7.0	44.1	34.7	19.4	22.4
Separate content classes	2.3	30.7	40.7	17.6	18.9
Other	0.0	0.0	1.1	0.0	0.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 6-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 6 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	Elementary	Middle	High	Multi-level	Total
Pullout teacher	49.7%	10.6%	9.0%	22.3%	31.0%
In-class resource teacher	25.8	13.2	28.2	10.6	23.4
In-class aide	71.0	75.9	64.7	72.2	70.3
Designated student peer or "buddy"	48.1	47.1	39.4	50.2	45.8
Other	20.6	15.7	22.8	4.2	19.5

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 6-6

Composition of Classes in Which LEP Students in Type 6 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	64.3%	8.6	17.8	1.3	27.7
Pull-out	54.8%	9.0	0.1	0.1	9.2
Multiple period	19.3%	13.2	0.0	0.0	13.2
Content class	21.9%	6.3	15.6	2.2	24.5

The number of respondents to the item ranged from 20 - 33; these were 26.3 - 43.4% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 6-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 6 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	6.7	7.6	8.4	5.9	7.3
Regular English language arts	4.8	2.3	1.9	5.1	3.5
Instruction in reading, writing, other language arts in the native language of the students	1.0	0.3	0.8	3.8	0.9
Mathematics	4.7	4.6	4.8	4.8	4.7
Science	3.0	4.0	4.2	3.1	3.5
Social studies	3.0	4.1	4.6	3.5	3.7
Other subjects (e.g., music, art, vocational education)	3.8	7.1	7.8	3.8	5.5
Total hours academic instruction per week	26.6	29.6	31.1	28.3	28.5

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 6-8

Special Content/Approach Designed for LEP Students Receiving Type 6 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Mathematics	78.5%	59.0%	57.5%	87.9%	69.0%
Science	79.7	73.1	68.2	94.9	76.0
Social Studies	90.9	81.1	79.0	92.5	85.7
Other subjects (e.g., music, art, vocational education)	43.8	24.7	36.7	43.3	38.2

The number of respondents to these items ranged from 1192 to 1332; these were 65.0 - 72.6% of those who responded to the survey. The results are weighted to be nationally representative.

[a] Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 6-9

Status of LEP Students That Receive Type 6 Service After Exiting From LEP Status
(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Move to a mainstream classroom with special transitional services for newly exited LEP students	27.8%	14.1%	36.7%	25.4%	27.3%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	22.0	6.8	5.2	31.6	15.1
Exit to mainstream classrooms with no special remedial services, but with follow-up	27.5	53.0	36.3	42.4	35.4
Exit to mainstream classrooms with no follow-up	2.8	12.1	8.2	0.2	5.9
Remain within this service type as an English-proficient student	12.0	0.2	0.6	0.0	6.2
Enter one of several equally likely alternatives	3.0	6.7	5.4	0.0	4.2
Other	4.8	7.0	7.6	0.4	5.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 7

Intensive Special Services With Some Instruction Using the Native Language

Service Type 7
Intensive Special Services With Some Instruction Using the Native Language

Type 7 is similar to Type 6 except for the amount of native language use. This type is defined by a range of special services which are specifically designed for LEP students and which are provided primarily in contexts focused on LEP students. In this service type there is some native language use but not enough to qualify as "significant" (i.e., use was less than 50 percent in one academic subject, or 25 percent in math, science, and social studies combined). The special services in this type include ESL instruction offered for 10 or more hours per week and instruction in content areas which is specifically designed for LEP students. Approximately 14 percent of LEP students nationwide were projected to be in this type.

Twenty-six percent of telephone interview respondents said one goal for the LEP students in Type 7 services is to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 7 services had been offered in the school was 7.0.

Table 7-1 shows the distribution by grade of LEP students in this type. The distribution of LEP students in this service type is quite comparable to the overall LEP grade distribution. The English proficiency levels of students receiving this type are shown in Table 7-2. The largest number of students were rated as having limited proficiency; 55 percent of the students in the type had very limited or no proficiency in English. Fifty-two percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 7-3. The mean length of this service was 3.1 years.

According to respondents, there was no adaptation of the English used with 7 percent of the LEP students in this type, some adaptation of the English used for 35 percent of LEP students, and frequent and consistent adaptation for 58 percent of students. The service delivery structures used for this service type are shown in Table 7-4. Main classroom only was the most common structure for students in elementary schools; multiple-period class plus other classes was most common in middle schools; and separate content classes most common in high schools. Table 7-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. In-class aides were very common for all grade levels.

Table 7-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. The multiple-period class setting was more frequently used in this service type than in any of the others.

A large majority of those main class plus pull-out students who missed instruction to attend special LEP instructional periods missed English language arts, although this subject was not missed on a very regular basis, according to telephone interview respondents.

Table 7-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. More English instruction was provided as ESL rather than as regular English language arts, and there was a moderate amount of native language arts instruction. Table 7-8 shows the mean percentage of native language use in specific content areas. Native languages were used slightly more than 50 percent of the time in native language arts instruction, and 10-15 percent of the time in other subjects. Table 7-9 shows the percentage of students who received instruction in content areas that was specifically designed for LEP students. Special content or approaches for LEP students were very widely used in mathematics, science, and social studies classes. Table 7-10 shows what happens to students in this service type when they exit LEP status. They are most likely either to exit to mainstream classrooms with no special remedial services, but with follow-up, or to move to a mainstream class with special transitional services for LEP students.

TABLE 7-1

Number of LEP Students at Each Grade Level Receiving Type 7 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	37,547	11.3%
1st grade	40,187	12.1
2nd grade	35,944	10.8
3rd grade	29,689	8.9
4th grade	25,873	7.8
5th grade	20,910	6.3
6th grade	20,614	6.2
7th grade	22,380	6.7
8th grade	20,035	6.0
9th grade	25,859	7.8
10th grade	24,735	7.4
11th grade	16,873	5.1
12th grade	10,221	3.1
Ungraded	1,188	0.4
Total	332,057	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 7 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	27.8%	24.1%	28.2%	17.0%	26.8%
Very limited proficiency	29.1	28.0	26.4	19.5	27.8
Limited proficiency	43.1	47.9	45.5	63.6	45.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-3

Most Typical Length of Time Which LEP Students Receive Type 7 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	Elementary	Middle	High	Multi-level	Total
Less than 2 years	15.4%	25.8%	22.5%	8.4%	18.1%
2 - 2.9 years	21.4	29.2	38.4	17.1	26.1
3 - 3.9 years	28.1	27.7	30.7	20.6	28.2
4 years and more	35.1	17.2	8.4	53.9	27.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	3.4	2.5	2.4	4.6	3.1

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-4

Most Common Service Delivery Structure for LEP Students Receiving Type 7 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Main classroom only	57.7%	20.8%	13.7%	25.9%	40.4%
Main classroom plus pullout	37.3	14.7	5.2	23.4	25.9
Multiple-period class plus other classes	3.9	48.0	36.8	45.7	20.3
Separate content classes	0.6	16.2	43.6	5.0	12.9
Other	0.5	0.3	0.8	0.0	0.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 7 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	Elementary	Middle	High	Multi-level	Total
Pullout teacher	45.1%	24.9%	11.7%	59.4%	35.7%
In-class resource teacher	20.0	23.9	7.6	25.0	18.3
In-class aide	83.1	82.8	94.4	88.5	85.7
Designated student peer or "buddy"	49.0	55.7	44.3	25.8	47.8
Other	17.2	13.0	4.0	7.9	13.3

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 7-6

Composition of Classes in Which LEP Students in Type 7 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	64.5%	8.8	15.1	1.9	25.8
Pull-out	42.4%	8.1	0.1	0.0	8.3
Multiple period	19.4%	15.2	0.2	0.2	15.6
Content class	37.5%	14.4	11.2	1.2	28.6

The number of respondents to the item ranged from 15 - 29; these were 26.3 - 50.9% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 7-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 7 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	5.8	7.6	8.5	4.8	6.7
Regular English language arts	5.5	1.4	2.0	4.1	4.0
Instruction in reading, writing, other language arts in the native language of the students	3.3	1.6	1.5	4.1	2.7
Mathematics	4.7	4.8	4.9	4.5	4.7
Science	2.8	4.4	4.7	4.2	3.6
Social studies	2.9	4.4	4.5	4.2	3.6
Other subjects (e.g., music, art, vocational education)	4.0	5.9	6.1	5.2	4.9
Total hours academic instruction per week	28.7	29.2	30.2	26.2	29.0

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-8

Mean Percentage of Native Language Used for Instruction of LEP Students Receiving Type 7 Service

(School Mail Survey)

Content Area	Mean Percentage of Native Language Used by Grade Level				
	Elementary	Middle	High	Multi-level	Total
English as a Second Language/Special instruction in English language arts for LEP students	15.9%	13.4%	12.4%	25.6%	14.8%
Regular English language arts	18.3	9.4	3.4	15.1	15.0
Instruction in reading, writing, other language arts in the native language of the students	59.6	44.0	59.8	43.0	57.0
Mathematics	15.3	12.6	11.5	12.7	13.8
Science	11.3	10.6	9.1	13.4	10.8
Social studies	11.4	9.5	10.0	13.2	10.9
Other subjects (e.g., music, art, vocational education)	10.9	6.6	12.3	41.1	12.7

The number of respondents to these items ranged from 641 to 1266; there were 34.9 - 69.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 7-9

Special Content/Approach Designed for LEP Students Receiving Type 7 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Content Area	Elementary	Middle	High	Multi-level	Total
Mathematics	90.6%	75.8%	85.5%	71.4%	86.3%
Science	88.6	79.5	89.2	83.0	87.1
Social Studies	87.9	82.3	93.1	78.6	88.0
Other subjects (e.g., music, art, vocational education)	53.0	28.7	33.0	28.8	42.9

The number of respondents to these items ranged from 1192 to 1332; these were 65.0 - 72.6% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 7-10

Status of LEP Students That Receive Type 7 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Move to a mainstream classroom with special transitional services for newly exited LEP students	32.9%	27.0%	29.0%	12.2%	30.0%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	13.2	16.5	1.3	43.4	12.6
Exit to mainstream classrooms with no special remedial services, but with follow-up	26.5	25.3	54.0	30.4	32.8
Exit to mainstream classrooms with no follow-up	5.3	11.2	2.4	1.0	5.3
Remain within this service type as an English-proficient student	18.8	7.7	0.3	6.9	12.2
Enter one of several equally likely alternatives	1.2	6.6	7.2	0.0	3.4
Other	2.1	5.7	5.8	6.0	3.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.

Service Type 8

Intensive Special Services With Significant Use of the Native Language for Instruction

Service Type 8
Intensive Special Services With Significant Use of Native Language

Type 8 is similar to Types 6 and 7 except for the amount of native language use. This type is defined by a range of special services which are specifically designed for LEP students and which are provided primarily in contexts focused on LEP students. In this service type there is significant native language use (i.e., 50 percent in one academic subject, or 25 percent in math, science, and social studies combined). The special services in this type include ESL instruction offered for 10 or more hours per week and instruction in content areas which is specifically designed for LEP students. Approximately 34 percent of LEP students nationwide were projected to be in this type.

Type 8 services had the highest percentage (77 percent) of telephone interview respondents who reported that one goal for the LEP students in the service type is to for them to become competent in more than one language (i.e. English and their native language). The mean number of years for which Type 8 services had been offered in the school was 5.6.

Table 8-1 shows the distribution by grade of LEP students in this type. Compared to the overall LEP grade distribution, there are more students in grades K-4 and fewer in grades 7-12. The English proficiency levels of students receiving this type are shown in Table 8-2. The students were evenly distributed across the three levels of proficiency on the rating scale. Fifty-five percent of students were in programs which were specifically designed for students with very limited literacy skills in both English and their native language. The typical length of time which students receive this service type is shown in Table 8-3. The mean length of this service was 3.1 years.

According to respondents, there was no adaptation of the English used with 7 percent of the LEP students in this type, some adaptation of the English used for 30 percent of LEP students, and frequent and consistent adaptation for 63 percent of students. The service delivery structures used for this service type are shown in Table 8-4. Main classroom only was the most common structure for students in elementary and multi-level schools. Table 8-5 shows the instructional staff (in addition to main teachers) who assisted in this service type. In-class aides were very common for all grade levels.

Table 8-6 shows data from the school telephone interview on the percentages of schools reporting the use of main class, pull-out, multiple period, and content class settings for the service type, and the mean numbers of LEP, English only, and English proficient (i.e., former LEP) students in those settings. Type 8 services were the least likely to have a pull-out setting, and provided content class settings less frequently than most of the other service types.

Students who missed main class instruction to attend special LEP instruction were most likely to miss electives, foreign languages, or English language arts. Those students who received multiple-period classes plus other classes, or content area class instruction most frequently missed English language arts, electives, or foreign language classes, but were likely to receive instruction in the same subject areas as were presented in the main class.

Table 8-7 shows the mean number of hours of instruction which LEP students in this service type received in specific content areas. More English instruction was provided as ESL rather than as regular English language arts, and there was a significant amount of native language arts instruction. Table 8-8 shows the mean percentage of native language use in specific content areas. Native languages were used more than 50 percent of the time in native language arts instruction, mathematics, science and social studies, and about 20 percent of the time in English and other subjects. Table 8-9 shows the percentage of students who received instruction in content areas that was specifically designed for LEP students. Special content or approaches for LEP students were very widely used in mathematics, science, and social studies classes. Table 8-10 shows what happens to students in this service type when they exit LEP status. They are most likely to exit to mainstream classrooms with no special remedial services, but with follow-up.

TABLE 8-1

Number of LEP Students at Each Grade Level Receiving Type 8 Services

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	122,981	15.8%
1st grade	121,251	15.6
2nd grade	102,082	13.1
3rd grade	91,023	11.7
4th grade	72,054	9.3
5th grade	63,264	8.1
6th grade	49,121	6.3
7th grade	36,374	4.7
8th grade	32,657	4.2
9th grade	31,257	4.0
10th grade	24,413	3.1
11th grade	15,296	2.0
12th grade	10,020	1.3
Ungraded	4,909	0.6
Total	776,702	100.0%

The number of respondents to the item was 1622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-2

Mean Percentage Distributions of LEP Students' Level of English Oral Proficiency at Entry among LEP Students Receiving Type 8 Service

(School Mail Survey)

Level of English Oral Proficiency at Entry	Mean Percentage of LEP Students by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Very little or no proficiency	35.7%	41.1%	48.1%	35.6%	37.3%
Very limited proficiency	29.8	27.5	29.8	25.6	28.9
Limited proficiency	34.4	31.4	22.1	38.8	33.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-3

Most Typical Length of Time Which LEP Students Receive Type 8 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Time	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Less than 2 years	13.3%	20.0%	21.2%	1.3%	12.9%
2 - 2.9 years	10.9	29.1	35.6	40.2	19.5
3 - 3.9 years	37.2	47.6	33.3	11.8	34.0
4 years and more	38.7	3.3	9.8	46.7	33.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mean number of years	3.3	2.4	2.5	3.3	3.1

The number of respondents to this item was 1424; this was 77.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-4

Most Common Service Delivery Structure for LEP Students Receiving Type 8 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Service Delivery Structure	Elementary	Middle	High	Multi-level	Total
Main classroom only	72.6%	16.8%	17.1%	84.1%	63.2%
Main classroom plus pullout	24.4	8.5	2.1	4.7	17.7
Multiple-period class plus other classes	2.9	49.1	38.6	3.5	11.2
Separate content classes	0.1	25.6	42.1	7.6	7.9
Other	0.0	0.0	0.0	0.1	0.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1559; this was 85.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-5

Types of Persons That Provide Instruction or Assist in Instruction of LEP Students Receiving Type 8 Service, in Addition to the Main Classroom and/or Content Teachers

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Types of Persons	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Pullout teacher	37.0%	23.4%	9.3%	56.2%	36.2%
In-class resource teacher	25.1	14.6	17.1	84.7	32.5
In-class aide	89.6	82.4	85.2	96.6	89.6
Designated student peer or "buddy"	46.9	40.7	32.3	12.7	39.8
Other	12.2	5.4	15.5	1.2	10.2

The number of respondents to these items was 1448; this was 78.9% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 8-6

Composition of Classes in Which LEP Students in Type 8 Services Receive Instruction

(School Telephone Survey)

Setting	Percentage of Schools Reporting Use of Setting	Mean Number of Students			
		# LEP	# English only	# EP	Total
Main class	64.3%	15.1	7.6	1.7	24.4
Pull-out	9.5%	8.4	2.5	0.3	11.2
Multiple period	11.5%	19.2	0.2	0.1	19.5
Content class	13.5%	17.4	4.6	3.5	25.5

The number of respondents to the item ranged from 10 - 40; these were 12.5 - 50.0% of those who responded the survey. The results are weighted to be nationally representative.

TABLE 8-7

Mean Hours of All Academic Instruction Per Week Received by Typical LEP Students Receiving Type 8 Service

(School Mail Survey)

	Mean Hours per Week by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	4.3	8.1	9.4	5.5	5.3
Regular English language arts	2.3	1.9	1.4	4.2	2.5
Instruction in reading, writing, other language arts in the native language of the students	6.2	2.8	2.9	4.9	5.4
Mathematics	4.5	4.5	4.8	4.8	4.6
Science	3.5	4.1	4.5	2.7	3.5
Social studies	3.6	4.0	4.6	2.7	3.6
Other subjects (e.g., music, art, vocational education)	3.9	6.1	5.4	2.0	3.9
Total hours academic instruction per week	27.7	29.2	31.2	26.8	28.0

The number of respondents to these items ranged from 1134 to 1470; there were 61.8 - 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-8
Mean Percentage of Native Language Used for Instruction of LEP Students Receiving Type 8 Service
(School Mail Survey)

	Mean Percentage of Native Language Used by Grade Level				
Content Area	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
English as a Second Language/Special instruction in English language arts for LEP students	18.0%	24.7%	18.3%	10.8%	17.5%
Regular English language arts	20.7	29.2	14.2	9.2	18.2
Instruction in reading, writing, other language arts in the native language of the students	86.0	85.6	91.6	78.6	85.1
Mathematics	75.1	57.8	63.3	54.7	69.2
Science	67.8	51.9	61.1	56.4	63.9
Social studies	67.5	54.6	65.4	56.9	64.4
Other subjects (e.g., music, art, vocational education)	24.0	14.0	13.2	6.9	19.1

The number of respondents to these items ranged from 641 to 1266; there were 34.9 - 69.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE 8-9

Special Content/Approach Designed for LEP Students Receiving Type 8 Service

(School Mail Survey)

	Percentage of LEP Students by Grade Level[a]				
Content Area	Elementary	Middle	High	Multi-level	Total
Mathematics	84.4%	90.0%	87.9%	97.7%	87.3%
Science	85.3	79.8	90.3	97.7	87.1
Social Studies	84.6	85.5	93.6	97.4	87.5
Other subjects (e.g., music, art, vocational education)	48.7	35.6	22.5	5.2	38.4

The number of respondents to these items ranged from 1192 to 1332; these were 65.0 - 72.6% of those who responded to the survey. The results are weighted to be nationally representative.

a Because multiple responses are possible, the percentage may add up to more than 100 percent.

TABLE 8-10

Status of LEP Students That Receive Type 8 Service After Exiting From LEP Status

(School Mail Survey)

	Percentage of LEP Students by Grade Level				
Status After Exit	**Elementary**	**Middle**	**High**	**Multi-level**	**Total**
Move to a mainstream classroom with special transitional services for newly exited LEP students	14.9%	19.9%	34.8%	10.3%	16.6%
Move to a mainstream classroom with special remedial services (e.g., Chapter I) that are not specially for LEP or former LEP students	19.8	12.4	10.9	12.6	17.1
Exit to mainstream classrooms with no special remedial services, but with follow-up	32.5	15.9	22.1	35.8	30.3
Exit to mainstream classrooms with no follow-up	3.9	21.6	6.7	1.2	5.6
Remain within this service type as an English-proficient student	12.3	8.4	2.8	0.0	9.1
Enter one of several equally likely alternatives	8.3	10.7	12.8	38.2	13.5
Other	8.4	11.2	10.0	1.9	7.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 1494; this was 81.4% of those who responded to the survey. The results are weighted to be nationally representative.